DOCUMENT RESUME

ED 110 917 CS 001 941

TITLE Bourne Coordinated Total Reading Program.
INSTITUTION Bourne Union 10 School District, Mass.
PUB DATE Sep 73
NOTE 454p.; See CS001934 for "Effective Reading Programs: Summaries of 222 Selected Programs"; Not available in hard copy due to marginal legibility of original document

EDRS PRICE MF-$0.76 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS Developmental Reading; *Effective Teaching; Elementary Secondary Education; *Individualized Reading; *Program Descriptions; Reading Improvement; *Reading Instruction; *Reading Programs; Tutoring
IDENTIFIERS *Effective Reading Programs; Right to Read

ABSTRACT

This program, included in "Effective Reading Programs...," serves 1728 students in kindergarten through grade six and 429 students in grades seven through twelve. Most of the students are white, live in a small town, and are from middle-income families. The program began in 1961 and provides detailed guidelines for each grade level on screening instruments, techniques, and scheduling. Usually, a reading specialist diagnoses the student's ability and current reading competence. The reading specialist then recommends that the classroom teacher individualize the student's reading program. The specialist provides appropriate materials and suggests teaching methods geared to the individual's specific reading problem. Often an aide or volunteer tutor works with individual students to improve reading skills. Since several different approaches to instruction are used in the district, the student may be placed in a basal text classroom, a structured phonics classroom, or another type of classroom which meets the individual's needs. If the problem remains, the student is assigned to remedial classes of no more than three students. If the problems are multiple and severely handicapping, the student is placed in a special classroom. (RB/AIR)

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BOURNE PUBLIC SCHOOLS

CO-ORDINATED TOTAL READING PLAN

LEARNING CENTER READING MANUAL

for

Teachers of an Individualized
Reading Improvement Program
in
The Elementary Schools

PREPARED BY

THE BOURNE READING DEPARTMENT

BOURNE, MASSACHUSETTS 02532

September 1973

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Reading Department
Bourne, Massachusetts

I. LEARNING CENTER

A Suggested Timetable and Prerequisites for Setting Up Learning Centers

Implementation of the Reading Policy Manual necessitates provision for individual differences, but this is extremely difficult to do in a traditional classroom. Pupils may be grouped by reading ability into three or four groups, yet within each group there will be a considerable range of ability, and two students with identical reading scores and levels of performance in oral reading may have divergent skill needs.

One method of providing the individual skills instruction needed by each student is by the Learning Center Program. Students are shown their test results, and can identify which skills need to be improved. They are trained to use self-directing, self-correcting materials that are grouped by level and skill, selecting the skills exercises they need, and beginning at an easy level.

As students develop independence in the use of materials of gradually increased difficulty, they begin to make discoveries on their own. This discovery (inductive learning) will not be quickly forgotten, as the teacher's words are. What teacher has not said in exasperation "I've told you that forty times! Why can't you remember?" Given the sequentially programmed materials to lead him to discover a principle of word attack, the student will not only remember the principle, but will be able to apply it successfully in oral reading.

A further advantage of this method of instruction is that while students are working independently the teacher has freedom to work with individuals who need help and to check the progress of pupils who are ready to move ahead.

The following is a suggested timetable for implementing such a program.

September, October:

1. Classroom Management
2. Diagnostic Testing
3. Teacher-directed whole class instruction
4. Recreational reading
5. Training the whole class in the mechanics of using one set of multi-level self-directing, self-correcting materials.

November - December:

1. Teach a second and third set of self-correcting materials.
2. Group for oral reading practice.

January - June:

The Learning Center in full swing.

Prerequisites to achieving these goals.

1. Training of teachers through Summer School assignments, in-service workshops and classroom demonstrations.
2. Time for teachers to make up exercises to be duplicated and mounted.
3. Time to mount and label skills sheets from phonics and reading workbooks as well as teacher-made materials.
4. Additional commercially produced materials, particularly for Grades One, Two and Three.
5. Shelving and storage space for the classroom.
6. Tape recorders and cassettes.
7. Listening Stations with head sets.
8. Teacher Aides.

Reading Department
Bourne, Massachusetts

II. A Comparison of the Traditional Classroom Versus the Learning Center

	Traditional Classroom		Learning Center
1.	Homogenious grouping at each grade level tends to encourage teachers to believe there is little need to differentiate instruction. The inevitable movement within the grade to maintain the homogenious grouping tends to overload certain classes.	1.	Teachers of the Learning Center with either homogenious or heterogeneous grouping adjust instruction to the individual needs of their students.
2.	Students in the Primary Grades are usually grouped within the classroom on the basis of their performance in oral reading, using the basal, sight-word approach. A student may perform very well, due to the memorization of vocabulary and be entirely lacking in ability to generalize sound/symbol relationships. Hearing him read orally, the teacher could be unaware of his difficiency.	2.	In the Learning Center, grouping on the basis of ability to generalize sound/symbol relationships insures sequential skills development. Reading is not limited to the words that have been taught nor to a particular text.
3.	Students in the Intermediate Grades are grouped by the teacher according to global scores on silent reading tests.	3.	Students are grouped according to skill needs determined by sub-test scores. Global scores are not considered valid criteria for grouping.
4.	All students within a group receive the same skills instruction, according to the teacher's manual of the basal reader, although some have already mastered the skill.	4.	Students receive skills instruction suited to their individual needs in a program of prescribed instruction based on diagnostic teaching.
5.	Practice of a particular skill is scattered throughout the basal workbook. Concentrated practice for mastery is not provided.	5.	A variety of exercises at several levels are provided for each skill. The student selects exercises designed for his individual need, beginning with a low level.
6.	Correction of an exercise in the workbook, or seatwork paper is usually delayed, often to the next day or later.	6.	Self-correcting exercises provide immediate correction, or reinforcement of learning.
7.	Within a reading group some students find the pace too slow, they become bored, and present disciplinary problems.	7.	Each student progresses at his own rate. When he gains mastery of skill at one level he progresses to the next higher level. Success stimulates further endeavor.

8.	Other students find the work too difficult. As frustration deepens they lose all incentive and often develop emotional problems.	8.	A student who is making errors learns to profit from his mistakes without a sense of failure.
9.	The teacher directed program can stifle resourcefulness.	9.	The student directed program develops independence.
10.	A student who misses several days or weeks of school may have serious gaps in his skills instruction. He must do what his group is doing when he returns.	10.	A student who misses several days or weeks of school begins where he left off.
11.	A new pupil entering mid-year will be given a diagnostic test and on the basis of his global score will be assigned to a group approximating his level of performance. Very likely there will be serious gaps in his skills training.	11.	When a new pupil enters a Learning Center, a profile is compiled from the diagnostic test, and specific skills assignments prepared. While the rest of the class is occupied independently, the teacher has time to provide the new student with orientation in the use of the Learning Center.
12.	Some students fail to develop word attack skills based on sound/symbol generalization. Depending on sight and context, such a student, lacking the tools for independence, will say, "I don't know that word.I haven't had it."	12.	Ability to make sound/symbol generalizations is the key to independent word attack.
13.	Testing is done at the completion of a book level. A group, or even the whole class, is tested at the same time. Teachers do not have an effective method of determining, during the school year, the skills in which a particular student is difficient. The number of students scoring low on the end-of-book tests, a mastery test, indicates that most teachers' do not have a satisfactory method of evaluating student readiness for taking the test.	13.	Evaluation of student progress is individual and is done at frequent intervals. This is accomplished during the pupil-teacher conference, or by the use of short diagnostic skill tasks. Standardized end-of-book tests and survey tests are used to provide a measure of overall pupil growth and system-wide statistics.
14.	Ratings are based on the class norm. The individual student is graded in comparison with his peers.	14.	Ratings are based on individual progress. The student is graded in comparison with his own past achievement. The parent conference is preferred over the traditional Report Card.

III. Recommended Revisions of the Reading Policy Manual

An examination of our Reading Policy Manual discloses that no major revisions are needed to enable us to achieve the goal of providing individualized instruction. The six criteria given for evaluating the effectiveness of our program are:

1. Provision for specific skill needs.
2. Provision for the correct level of instruction.
3. Provision for individual rate of progress and an awareness of each student's learning rate.
4. Provision for self-correcting and independent study.
5. Provision for social development through cooperative learning and team effort.
6. Provision for enrichment and application of skills through enjoyable learning experiences.

In each instance the Learning Center meets these provisions more effectively than the traditional classroom can do.

Items in the Policy Manual that do need to be considered for revision are:

1. Page 4. Section I B End-of-Book Test for New Pupils.

   When the Policy was adopted Survey Tests for the lower grades were not available. They are now used in Grades 1 - 6.

   The following wording is suggested:

   Survey Tests

   A Reading Inventory Survey will be administered to all pupils in September, and to new students whenever they enter the system. The results of these tests will provide a measure of student ability in many skill areas, and will facilitate grouping, and skills instruction.

2. Page 4. Section I C Class Summary Sheets.

   Class Summary Sheets prepared from records on the yellow Reading Progress Cards are valuable for the classroom teacher, but need not be sumbitted to the Reading Department.

   The following wording is suggested:

   Class Summary Sheets

   1. A Class Summary Sheet of the results of the Inventory Survey will be prepared in triplicate by each classroom teacher. One copy will be retained by the teacher, one copy by the Principal and the third copy submitted to the Reading Department.

2. Test results of new pupils entering during the year should be added to the class summary sheet held by the teacher, and copies submitted to the Principal and the Reading Department.

3. Classroom teachers have found that class summary sheets prepared from records on the yellow Reading Progress Records are invaluable in helping them sub-group, and in identifying skill needs for individual students and groups. Therefore, it is requested that teachers prepare these class summaries for their own use.

3. Page 5. Section II A The Basal Series

The Scott, Foresman Basal Reading Series is prescribed here as the principle vehicle for teaching reading. The effectiveness of SRA Basic Reading programs in every Elementary School in our system indicates the need to re-examine these sections.

A patterned vocabulary approach to reading is recommended to insure the development of ability to make sound/symbol generalizations.

The following wording is suggested:

Basal Reading Materials.

1. A decoding program using patterned vocabulary will be employed with all students until they are able to generalize sound/symbol relationships. The SRA Basal Reading Program provides this type of instruction and if used with beginning readers as designed by the authors the average pupil will have mastered the decoding skills by the middle or end of Grade Two.

2. Programmed Readers (Sullivan) are a natural supplement to the decoding program. Skills are introduced sequentially. The self-correcting feature makes this set of multi-level materials ideally suited to the Learning Center Program.

3. Comprehension skills are developed in the SRA Program although Levels A-F place primary emphasis on the decoding skills. When a student completes Level F of SRA he will be able to read any basal reader. The content of the SRA Comprehension Series, Levels G through L is challenging and highly interesting for average or above average readers in the intermediate grades, and for below average readers of the Junior High and High School levels.

Other sources of materials to develop the comprehension skills are:

Pacesetters - Random House - Reader's Digest Skillbuilders
Webster Cards - SRA Pilot Library
and the S/F basal readers.

The following wording of the second sentence is suggested:

Whole Class Instruction

Training the whole class in these procedures during the first few weeks of school will prepare students to work independently later when the Learning Center Program is in operation.

8. Page 7. Item III C 1 Sub-grouping

Reference is made to a preceding section without identifying it.

The following wording is suggested:

Sub-grouping

1. The teacher will prepare Class Summary Sheets using information recorded on the Yellow Reading Cards. These class summaries will identify students with comparable skill needs and levels of past performance in reading. Pupils who did not successfully complete a particular level in the preceding grade will continue skills instructions at that lower level until they can demonstrate success, as measured by the test.

9. Page 8. Section III D 2 Small Group Instruction.

"Instructional Level" is mentioned but not defined.

The following addition to this section is recommended:

Teacher evaluation of oral reading level may be based on the following:

0 - 5 Pronunciation errors in 100 words - Independent Level

6 - 10 Pronunciation errors in 100 words - Instructional Level

11 or more pronunciation errors in 100 words - Frustration Level

10. Page 9. Section V B 4 Identification of Remedial Candidates.

Reference is made to M. S. R. C.

Re-wording of the second sentence, as follows, is suggested:

Identification of Remedial Candidates

The remedial candidates with the severest reading problems and not making progress will be given extra help in the regular classroom by the Reading Department Reading Resources Specialist.

11. Page 10. VI B Recommended Time Allotment.

In the paragraph, the words "substantially more time" need clarification.

4. Recreational reading in library books or any basal readers is encouraged if the material is read with no more than five pronunciation errors per 100 words.

5. Supplementary reading material using patterned vocabulary such as Merrill Readers, Miami Linguistic Readers, Palo Alto Readers and the Bunzinger Series (formerly published by Harper and Row) should be available to give variety of practice for those students who require longer than average for mastery of decoding skills.

4. Page 5. Section II B (Scott Foresman Provides for Individual Differences)

The Open Highways Program, particularly at the lower grade levels, has not proved effective in meeting the needs of low achievers in reading. The Learning Center approach is proving effective.

The following wording is suggested:

Provision for Individual Differences.

1. The Learning Center Program provides skills instruction to meet individual student needs.

2. Mastery of skills will have highest priority, first in the area of decoding (independent word attack) and then in the comprehension skills.

5. Page 5. Section II C Co-Basal and Supplementary Readers.

This section prescribes the use of supplementary texts while teaching skills for pupils who score at or below the 25th percentile on end-of-book tests.

6. Page 6. Section E 4

Teachers are instructed to develop worksheets that will provide practice in the skills to be tested, using the same format but different content than the test items. This is commendable for the Mastery, end-of-book tests. However, the Inventory Survey is intended as a placement test at the beginning of the year, and a measurement of growth at the end of the year.

The following wording is suggested:

E 4

Teachers are encouraged to develop worksheets that will provide practice in the skills to be tested by the end-of-book test. The pattern and format of test items may be used, provided the content is different.

7. Page 7. Section III B Whole Class Instruction.

The Basal Reader and assigned text are given considerable emphasis.

IV. Elementary School Learning Center

A Guide for setting up and maintaining a Learning Center Program

Physical Organization

1. Group desks in the center, near and facing a chalkboard.
2. Arrange stations around the perimeter. Bookshelves or screens may form dividers for areas used for library and oral reading. Carpets in these areas would enable children to sit on the floor, and eliminate the necessity of moving chairs.
3. Plan the areas for Oral Reading and tutorial help away from traffic patterns or other distractions.
4. Boxes to hold skills materials may be obtained from the supply closet or a grocery store.
5. Shelves will be needed for books, kits and boxed materials.

Personnel

1. Classroom teacher
2. Teacher's aide, as available
3. Student Tutor, as available
4. College Student in training

Diagnostic Procedures

The following procedures prescribed in the Reading Policy Manual, are spelled out here in more detail. Any instrument used for diagnosis at the beginning of instruction could also be used for evaluation, at the preceding grade level, at the end of the school year.

1. Analyze previous records in student Cumulative Folder.
    a. Health records
    b. Record of Pre-Kindergarten Parent Conference and Pupil Interview
    c. Kindergarten Observation Checklist
    d. Scott, Foresman END-OF-BOOK and Survey Test results
    e. Stanford Achievement
    f. Iowa Test of Basic Skills
    g. Measurement of Intelligence

2. Group Testing - Informal Analysis
    a. Observation Checklist - Kindergarten
    b. Dictation Exercises - Grades 2 - 6
    c. Copying Exercises - Grades 1 - 6
    d. Visual Memory Exercise - Grades 2 - 6

3. Group Standardized Testing
    Scott, Foresman Survey Tests
    a. Grade One: Initial Reading Survey

Language Ability   Visual Ability
Auditory Ability   Letter Recognition
Letter-Sound Relationships

The following wording is suggested:

Recommended Time Allotment

The time allotments recommended above represent minimum allotments, and as such will be applicable only to the average and above average readers, and pertain specifically to reading instruction. Students with low average ability and low achievement in reading should receive at least two hours additional reading instructional time per week. During this additional time extra help could be provided by the teacher, teacher aide, or by the Reading Specialist.

3. b continued-

b. Grades Two through Four - Inventory Survey: Primary

Word and Phrase Meaning
Sentence Meaning
Paragraph Meaning
Scrutiny
Phonemic-Graphenmic Relationships
Inflection and Derivation

c. Grades Five and Six - Inventory Survey: Intermediate

Word Meaning
Sentence Meaning
Total Meaning
Word Analysis
Dictionary Skills

4. Individual testing

For those students who encountered difficulty with any of the group tests, specific checks have been prepared as follows:

a. Delco Readiness Behaviors to determine level of ability:

Basic Learning
Pre-Readiness
Readiness
Beginning Reading

in each of the skills areas of:

Visual Discrimination
Visual Motor and Memory
Auditory Discrimination
Auditory Memory

b. Letter Names
c. Beginning and Ending Consonant Sounds (Student names the letter)
d. Medial Vowel Sounds (Student names the letter)
e. San Diego Graded Word List and SRA Graded Word List
f. Oral Reading: SRA Cumulative Reading Test - Part II
(Bourne Reading Department)
The Reading Department Reading Resource Specialists would assist the teacher in administering these individual tests.

Classroom Organization

1. Whole class instruction.
   a. Introduction of one set of new materials, and training in the steps students will follow in using those materials, independently, until students are thoroughly familiar with the procedure.
   b. Review of a word attack (decoding) skill with multiple-response, or dictation and self-correction.
   c. Copying exercises - from the board.
   d. Listening comprehension exercises with a multi-choice answer sheet.
   e. Audience type reading with oral comprehension checks.
   f. Recreational reading.

2. Small-group instruction (by the end of October)
   On the basis of test results and teacher observation the pupils would be grouped into three or four groups for - :
   a. Vocabulary practice.
   b. Oral reading.
   c. Workbook assignments.

Classroom Organization 2. continued -

   d. Silent reading with written comprehension checks.
   e. Self-correcting exercises reviewing skills already taught.

   Grouping should remain flexible in order to match instruction to student needs.

3. Individual Instruction
   a. While the class is occupied with self-directing reading exercises the teacher is free to help an individual child who has a particular skill need.
   b. Skills exercises prescribed by the teacher because of individual student need can be conducted by an aide, or another student. The correction of each item as completed is important for skill reinforcement

Classroom Procedures

1. Lesson Plans for each group may be listed on the board, or individual weekly lesson plans prepared by the student.
2. Whole class instruction would be used initially to train class members in the use of some one set of self-correcting materials, until students are thoroughly familiar with the steps to follow.
3. During this training period other whole class activities may be employed. Some tentative grouping may be tried for oral reading while the groups not working directly with the teacher may be:

   a. Completing a phonics worksheet
   b. Copying materials from the board
   c. Doing paired oral reading of material lower than their estimated instructional level.
   d. Recreational reading.
4. Test results which indicate individual skill needs should be made known to the student. Some form of individual record sheet indicating skill needs, pre-test scores, exercises completed with percent correct, and post-test score when available, should be provided for individual students.

Teacher Procedures

1. Considerable preparation of materials is necessary. Workbook pages or duplicated skills lessons should be mounted on oaktag, labeled by letter or color to indicate level, and numbered in sequence at each level. These exercises, with answers on the back, will be filed in boxes labeled according to skills. These skills lessons should cover two levels below the grade level through one grade above.

2. Skills materials should be arranged so students can obtain what they need without traffic problems, and so whatever it used can be easily returned to its proper place.

3. The teacher must prepare a chart on which a student will record the exercise he completes with scores obtained.

Teacher Procedures - Continued

4. A method of follow-up must be established to insure that students understand their errors. The teacher or teacher's aide will need to provide individual assistance.

5. When preparing answer keys make an occasional error. Let students know this has been done and see if they can locate these errors. Students will pay greater attention to the content and will be encouraged to find out why their answers do not agree with the answer key.
6. Planning (whole class, group and individual work) is most important. Daily lesson plans written on the board before class provide pupil direction without taking class time.
7. To improve listening skills, before passing out a paper, explain what the students are to do. Then pass out papers and have the directions read. Ask if there are any questions. Then DO NOT REPEAT. Explain why you will not repeat.
8. Insist on the completion of a reasonable amount of work. Follow through, so students know you mean what you say.
9. Conference sessions with individual students will enable the teacher to analyze the application of word attack skills in oral reading and check comprehension. A student profile checklist (F5) or BARBE SKILL LIST will provide the teacher with a list of skills to be checked and provide an on-going record of his progress.
10. Encourage good writing habits. Careless work should be redone. If a student is making an error in letter formation, provide individual help and assign extra practice.
11. Provide incentives for good work, and for improvement in both reading skills and handwriting.
12. Rewards in the form of enjoyable activities, such as putting on a puppet show, viewing a film or listening to a record are effective motivational devices.

Student Procedures

1. A student writes his name and the date on every paper.
2. Students must be trained to label their answer sheets for non-consumable self-correcting exercises identifying the skills material.
3. They must learn to scan the material for the number of responses required and number their paper accordingly.
4. Students will be given their subtest scores to make them aware of individual skill needs.
5. A student, deficient in a certain skill, learns to locate the box of material for that skill, and begin at the lowest level (two grades below grade placement.) When he gets a succession of perfect papers he may move up to the next level.
6. Self-correcting procedures may vary with the material. Students will learn to find the answers on the back, or use an answer key which may have to be shared and so may involve taking turns.
7. Returning materials to their proper place in the box is the responsibility of the student.
8. The student will keep a record of exercises completed with scores giving number right over maximum score.
9. Checking errors is necessary for skills improvement. A method must be provided to insure that students understand and correct errors.

Materials

1. Teacher-made self-correcting non-consumable items.

    a. Workbook pages mounted and grouped by skill.
    b. Skills Master-copies from Continental, Milliken, Scott, Foresman etc. suplicated and mounted on cards.
    c. Classification Cards
    d. Sentence completion
    e. Scrambled sentences
    f. Add-ing; and other endings.
    g. Write the root word
    h. Alphabetizing
    i. Compound words
    j. Contractions
    k. Rhyming words
    l. Match synonyms
    m. Match antonyms
    n. Match homonyms

2. Commercial self-correcting materials.

    a. SRA Basic Reading Series Workbooks Levels A - F
    b. Reader's Digest Skill Texts Gr. 1-6
    c. Durrell-Murphy Phonics Kit Gr. 1-3
    d. Barnell-Loft Specific Skill Series Levels 1-6
        - Working With Sounds
        - Getting the Facts
        - Using Context
        - Locating the answer
        - Getting the Main Idea
        - Drawing Conclusions
        - Following Directions
    e. Gates-Peardon Reading Exercises Gr. 1-2
    f. McCall-Crabb Exercises Grades 2 - 6
    g. Durrell Word Analysis Cards Grades 3 - 6
    h. Sullivan Programmed Readers
    i. SRA Power Builders
    j. SRA Reading Lab Grades 2 - 6
    k. Pace-setters Random House Grades 2 - 6
    l. Webster Cards Grades 3 - 6
    m. McMillan Spectrum Grades 4 - 6
    n. SRA Reading for Understanding Grades 4 - 6
    o. Reading for Meaning Lippincott Grades 5 & 6
    p. Be a Better Reader Prentice Hall Grade 6

3. Audio-Visual Equipment

    a. Record Player and Records
        i. Talking Alphabet and Masters - Scott, Foresman
        ii. Listen and Do and Masters - Houghton Mifflin
        iii. Talking Storybook - Scott, Foresman
    b. Cassette Tape Recorder and cassettes
        i. "Read-On" with Masters - Random House
        ii. "Consonant Sounds and "Vowel Sounds" - Milton Bradley
        iii. Blank cassettes
    c. EFI Machine with Program
    d. Language Master with cards
    e. Systems 80 Programs - Borg-Warner
    f. Controlled Reader and Programs

4. Manipulative Devices.

    a. Key-Lab Houghton Mifflin
    b. Study Scope Kit

5. Teacher Directed Materials

    a. Speech-to-Print, Durrell-Murphy
    b. Flash Cards - Dolch List and others
    c. SRA Listening Skills Lab
    d. Bourne Reading Department
        i. Dictation Exercise - Letter Names T25IA
        ii. Dictation Exercises for Blends TIM 20
        iii. Auditory Discrimination of Consorant Sounds T41
        iv. Hearing Consonant Sounds in Words with answer sheet - T20IA-T21IA
        v. Auditory Discrimination of Vowel Sounds PA27

6. Instructional Games

    a. SRA Word Games
    b. Phonics We Use Games - Lyons and Carnahan
    c. Teacher-made Games

7. Materials for small group activities, directed by a teacher aide or student.

    a. Vocabulary cards with questions (TIM 59b)
    b. Visual Memory exercise using flash cards from the "One in 4 Million" list (V#7)
    c. Phrase Cards (TIM 38a)

Evaluation

1. A succession of perfect papers in a particular skill entitles the student to advance to the next higher level in that skill.

2. During the conference period the teacher will employ informal checks of word attack and comprehension skills.

3. Frequent whole class dictation exercises corrected by the student will help develop decoding skills. Occasionally the answer sheets may be corrected by the teacher for evaluation.

4. Mastery tests of specific skills will be utilized to determine the pupil's readiness to advance to the next higher level of skill work or on to another kind of specific skill practice.

V. Teaching Through Learning Objectives and Pupil Accountability

A Learning Objective is a statement of the task a student will be able to do after instruction that he could not do before. The steps for achieving each objective are:

Step 1. Selection of a Learning Objective.

The sequential order of skills will enable the teacher to select the appropriate objective.

Step 2. Informal Pre-Test.

Testing may be oral or written.

Step 3a. Successful Performance on the Pre-test. (Enrichment-Extension & New Objective)

Students who are successful need no instruction in this skill. They will be engaged in recreational and functional reading, using and improving the skill to acquire knowledge. Then they will repeat Step 1 with the next objective.

Step 3b. Selection of Appropriate Materials for Instruction.

Students who were unsuccessful on the pre-test will need instruction. The teacher will be guided in the selection of methods and materials by her observations of the pre-test results.

Step 4. Instruction.

In the basic instructional phase the teacher will work with various materials and media to enable learners to achieve a change in "behavior" as stated in the specific learning objective. THE STUDENT HEARS, SEES, SAYS AND WRITES - INVOLVING ALL THE CHANNELS OF LEARNING.

Tasks for any one skill should be planned sequentially from easy to difficult.

Step 5. Diagnostic Evaluation.

A re-evaluation of the learner's progress in relation to the learning objective will determine if re-teaching is necessary. A written test is one method of evaluation. Others are teacher observation of the learner's performance when he is dealing with the skill and observation of his performance on skill exercises. Duplicated worksheets, self-directing materials and specific workbook pages which deal with the particular skill will all provide a measure of the student's success.

Step 6a. Successful Performance in the Evaluation. (Enrich. - Ext. & New Objective)

After the learner achieves success in a skill, he needs practice in application of the skill. Functional and recreational reading, that is, reading for information and pleasure, will provide the opportunity to use and improve the skill. Considerably more practice will be needed at this level to achieve mastery than is needed at Level 3a.

Step 6b. Plan Prescriptive Teaching Strategies.

Students who are unsuccessful in the diagnostic evaluation (Step 5) will require reteaching. Attention to the most effective channel of learning (Visual, Auditory, or Kinesthetic) for each student will influence the choice of methods and materials.

Step 7. Prescriptive Reteaching.

Individual assignments utilizing a variety of approaches are needed. Tutorial help by another student, teacher aide or the Reading Specialist would be employed here.

Step 8. Evaluation. - Re-Test

Step 9a. Successful performance on prescriptive activities indicate the learner has achieved the objective. If a written test is desired, the teacher may use another form or the same instrument that was used for earlier evaluation.

Step 9b. If any individual goes through Steps 6b, 7 and 8 a second time, still without success, the teacher should seek guidance from the Reading Resource teacher in the building, the Reading Supervisor, and should alert the Principal.

VI. Instructional Model
Utilized in the
Reading Learning Center Program
(Diagnose - Instruct - Practice - Evaluate)

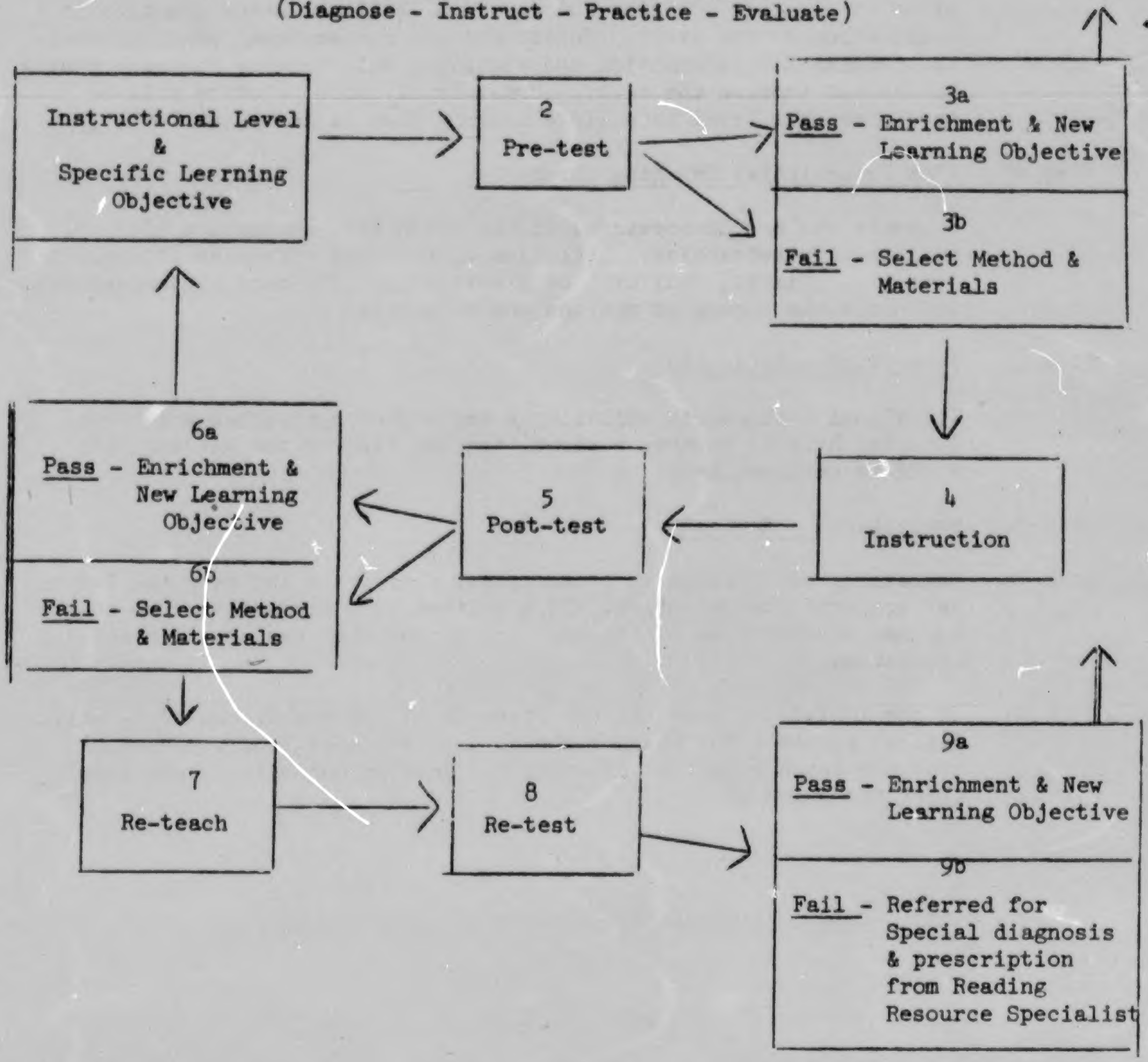
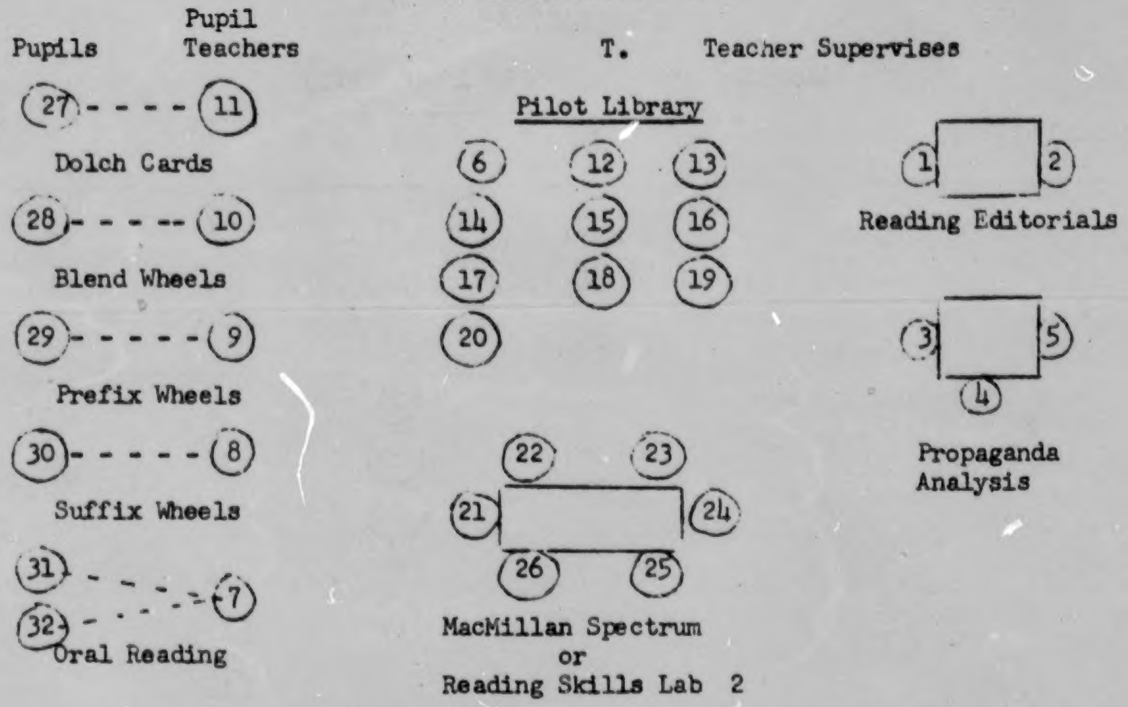

Instructional Level & Specific Learning Objective
2 Pre-test
3a Pass - Enrichment & New Learning Objective
3b Fail - Select Method & Materials
4 Instruction
5 Post-test
6a Pass - Enrichment & New Learning Objective
6b Fail - Select Method & Materials
7 Re-teach
8 Re-test
9a Pass - Enrichment & New Learning Objective
9b Fail - Referred for Special diagnosis & prescription from Reading Resource Specialist

ILLUSTRATION 4


Pupils
Pupil Teachers
T. Teacher Supervises
27
11
Dolch Cards
28
10
Blend Wheels
29
9
Prefix Wheels
30
8
Suffix Wheels
31
32
7
Oral Reading
Pilot Library
6
12
13
14
15
16
17
18
19
20
22
23
21
24
26
25
MacMillan Spectrum
or
Reading Skills Lab 2
1
2
Reading Editorials
3
5
4
Propaganda
Analysis

AFTER THE FOLLOWING MATERIALS HAVE BEEN SLOWLY INTRODUCED A WEEKLY SCHEDULE MIGHT LOOK AS FOLLOWS: CLASSROOM ORGANIZATION (Intermediate Level)

Grade Level	2	3	4	5	6	7	8
Monday	RATE BUILDERS AND SKILLS LISTENING IVR						
Tuesday	Dolch Cards Word Wheels Oral	SRA	Barnell Loft D	Tom Trot	Barnell Loft F	It's Your World	News-paper
Wednesday	Practice Reader A	Skills Lab	SRA	Barnell Loft E	It's Your World	Reader's Digest 7	SRA
Thursday	SRA	Barnell Loft C	Skills Lab	SRA	Skills Lab.	SRA	Reader's Digest 8
Friday	Mac Spec or R S L	Picnic Basket	Blazing Trails	Skills Lab.	SRA	Barnell Loft F	It's Your World

When finished always do:

1. Silent Reading in Individual books(IVR) Independent Voluntary Reading
2. Reading Games
3. Oral Reading Practice (pupil paired or Teacher directed).
4. Working on Sharing Project (Listening, speaking, reading and writing.)

ILLUSTRATION 5

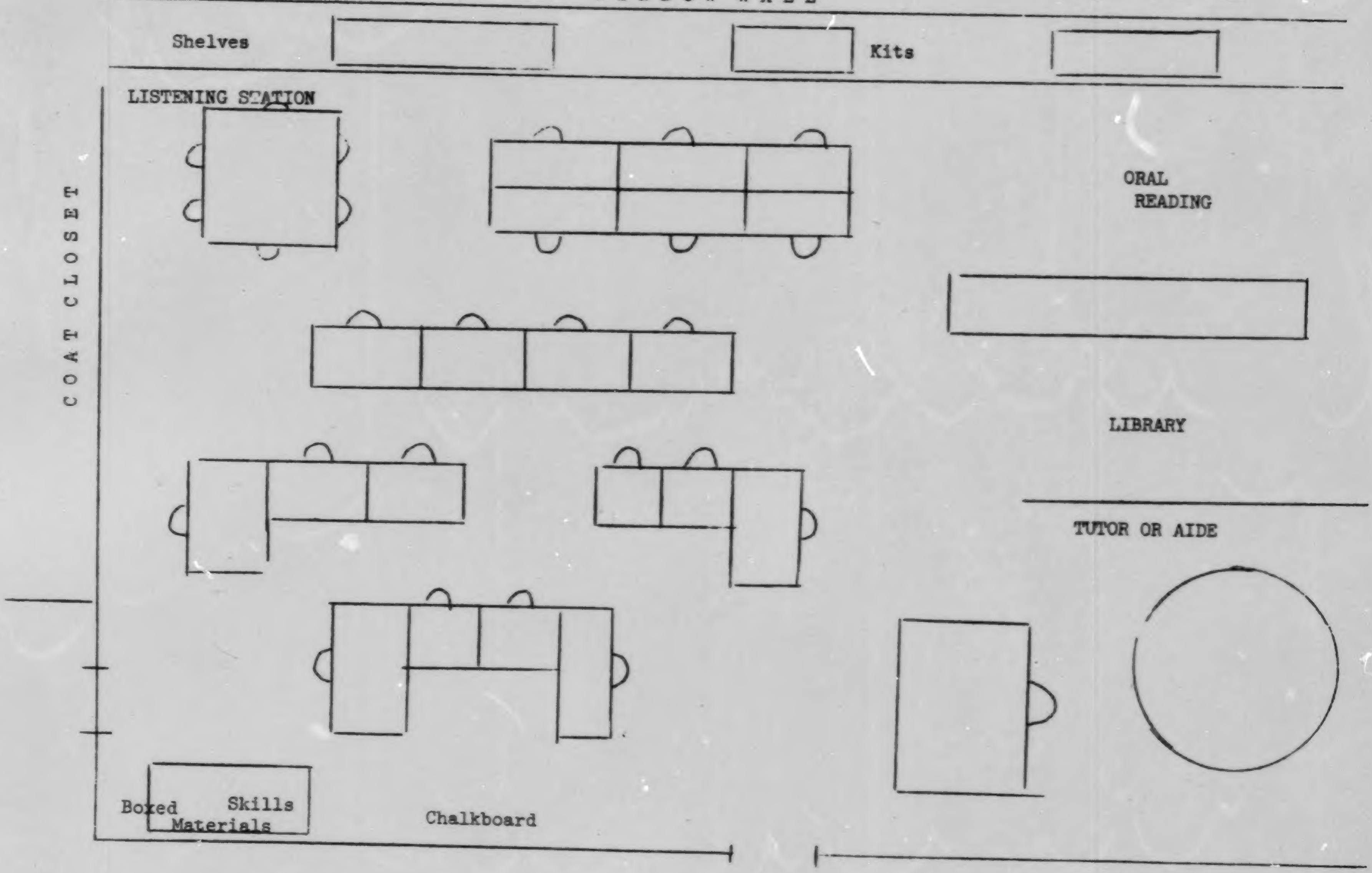
CLASSROOM ORGANIZATION (PRIMARY LEVEL)

READING LEVELS	1	2	2+	3
CHILDREN	㉓	⑮	⑥	①
	㉔	⑯	⑦	②
	㉕	⑰	⑧	③
	㉖	⑱	⑨	④
	㉗	⑲	⑩	⑤
		⑳	⑪	
		㉑	⑫	
		㉒	⑬	
			⑭	

READING LEVELS	1	2	2+	3
MONDAY	SKILL GROUP	S. R. A.	PROGRAMMED READING	ROUND TABLE - GREEN
TUESDAY	PROGRAMMED READING	ROUND TABLE - ORANGE	S. R. A.	B. R. S. SATELLITES
WEDNESDAY	S. R. A. LISTENING	SKILL GROUP	ROUND TABLE - ORANGE	S. R. A.
THURSDAY	ROUND TABLE - GOLD	WIDE HORIZONS BOOK I	SKILL GROUP	PROGRAMMED READING
FRIDAY	ORAL READING GROUP	PROGRAMMED READING	B. R. S. SATELLITES	READER'S DIGEST

WHEN FINISHED:
1. Silent reading in individual books - (IVR) Independent, voluntary reading.)
2. Reading Games
3. Oral Reading Practice (Pupil paired work or Teacher directed.)
4. Working on sharing project (Listening, speaking, reading and writing.)

VIII. Sample Floor Plan


WINDOW WALL
Shelves
Kits
LISTENING STATION
ORAL READING
LIBRARY
TUTOR OR AIDE
COAT CLOSET
Boxed Skills Materials
Chalkboard

BOURNE PUBLIC SCHOOLS

CO-ORDINATED TOTAL READING PLAN

LEARNING CENTER READING MANUAL

for

Teachers of an Individualized,
Reading Improvement Program
in
The Secondary Schools

PREPARED BY

THE BOURNE READING DEPARTMENT

BOURNE, MASSACHUSETTS 02532

May 11, 1966

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Purpose

The Reading Department's Philosophy of Reading is given as follows: We, as teachers of reading, desire to foster an intellectual curiosity in each individual which will stimulate a growing interest in reading. We wish to provide the necessary reading skill experiences which will enable the student to cope with' his daily read[illegible]asks during any period of his life. We want to develop his ability to ap[illegible]ate and evaluate effectively the various forms of written material and provide him with democratic experience which will enable him to participate successfully in a reading society.

The Bourne Reading Improvement Plan

The Bourne Reading Department policy believes that it is necessary for each school to know that every student either has learned the reading skills necessary for successfully mastering the reading tasks he will meet, or that provisions are being made for him to learn these skills and learn to apply them to subject matter reading.

The interpretation of these goals into a coordinated total reading program were evident. It was thus that the Bourne Reading ImprovementPlan was established. To implement the goals mentioned, the program consists of three major parts: a Developmental Reading Program; a Remedial Reading Program; and a Consultant Service for these programs and the faculties of each of the schools.

The Developmental Reading Program is taught by classroom teachers from kindergarten up through the eighth grade. Each teacher in this program is concerned with adjusting reading instruction to each student's level, progress rate, special skill needs, and providing for self-direction, enrichment, and social learning. The classes at the junior high schools meet daily on a half-year basis for each grade.

The Developmental Advanced Reading Program is for those students who desire an opportunity for more practice and application of high school and college level reading skills in the areas of meanings (comprehension and interpretation), study skills and speed. This is an elective program which meets three times per week.

The Remedial Reading Program is taught by Reading Center teachers who hold classes for approximately forty-five minutes each day except at the high school level where the student is scheduled for remedial reading three days per week. Each Reading Center class is composed of six to ten pupils.

A Consultant Service is provided for the developmental and remedial reading teachers and the faculties of each school, in the form of; helping teachers to improve developmental reading instructional methods and techniques; advising parents, teachers, and administrators on specific reading problems; providing materials for reading instruction; exchanging of successful reading practices; demonstrating pupils' needs and providing for them; bringing to the system the latest research; and helping Reading Specialists to improve remedial reading teaching techniques.

Responsibilities of the Reading Department:

The Reading Department is responsible for: providing help for children who are remedial readers; providing consultant help for the classroom teacher at all levels of instruction; developing a curriculum guide which will provide for continuous growth in the ability to read from Kindergarten through grade twelve; bringing to the system the latest research in reading and presenting appropriate information and ideas in the form of demonstrations, discussions, and materials; and providing counseling service for parents and teachers concerning individual reading problems.

Your responsibility as a Teacher of Reading

you are an important member in the over-all co-ordinated program. As a developmental reading teacher, your primary responsibility is to provide effective reading instruction in your classroom during the reading period. In order to accomplish this, you must be concerned with each child's reading level, progress rate, skill needs, enrichment, and his effective use of classroom time. You will provide for self-direction and mutual aid in learning by using flexible grouping techniques based upon the needs of the class.

Statement of General Duties

The Reading Teacher is directly responsible to the Reading Coordinator. He will be expected to cooperate with principals, teachers, and other staff members in the performance of the duties noted below:

1. Plan and provide developmental reading instruction for those pupils under his care.

    a. Analyze pupil's specific reading needs and prepare an individualized program to meet the needs with regard for motivation, level, progress rate, special skills needs, enrichment and social learning.
    b. Carry out a well organized program with constant use of informal evaluation techniques.
    c. Establish rapport between the student, the teachers, and himself.
    d. Building specific materials to meet these reading needs.
    e. Discuss special techniques that might be valuable in making sure that his progress will continue with the regular class work.

2. Help in the administration of all necessary tests to be given by the reading department.

    a. Standardized tests.
    b. Informal tests.
    c. Post all testing results to Cumulative Record Folders.

3. Help in distribution of materials to all teachers and in the exchange of teacher ideas and materials already in existence.

    a. Professional literature
    b. Duplicated materials
    c. Pupil textbooks for co-basal and supplementary use.

4. Be prepared to make games devices, word cards, worksheets, etc., for use in reading programs.

    a. Distribute worksheets to teachers.
    b. Maintain a skills file of devices and techniques for teacher use.

5. For Classes

    a. Keep a plan book
    b. Check each child for specific difficulties.
    c. Evaluate progress at regular intervals
    d. Keep records of progress
    e. Record on yellow cards informal analysis scores.

6. Be prepared to submit to Central Reading Office the following:

    a. Inventory of books and materials (twice a year).
    b. List of pupils in classes and monthly reports of pupils leaving and entering these classes.
    c. Written weekly reports of the status of the program according to Guide for Weekly Reports.
    d. Written quarterly reports of reading level distributions by classes.

Outline of Beginning Procedures

First Week

Orientation

- Explain overall purpose of course to students.
- Explain location of materials
- Familiarize students with materials by scanning.
- Interest inventories filled out by students.

Second Week

Testing

Diagnostic test to determine reading levels and skill weaknesses. (four parts -- fifteen exercises each)

Third Week

- Assign reading levels and weak skill areas.
- Teach students how to do, to correct, to evaluate, and to record work.
- Acquaint student with individual lesson plans by starting on McCall-Crabbs or other materials for purpose of teaching self-direction.

Fourth to Fifth Weeks

Utilizing individualized lesson plans in planning reading cycle which consists of work on their own level from a variety of materials used to overcome specific skill waeknesses gleaned from test results. Teacher directed lessons for meeting the observed needs of a small group, individual, or whole class should be developed by the teacher on a daily basis.

Statement of Specific Duties

1. Return in September at least one week prior to the opening of school to prepare materials and classrooms for use.

2. Help in the preparation and distribution of materials during the first week of school, and take inventory of your reading materials.

3. Be available to carry out such projects as the Coordinator may assign during the month of September.

4. Assist with the standardized reading testing program/or administer it.

5. Begin formal and informal analysis of each student as soon as possible.

6. Prepare materials that may be used by other reading teachers as well as in your own classes.

7. Be prepared to participate in demonstrations, training sessions, workshops, etc., on reading.

8. Submit a written report of class activities each week and a statistical report at the end of the month.

9. Plan conferences with teachers in order to keep them informed of student progress in your classroom and so that you may learn his progress in the regular classroom situation.

10. Be available for parent-teacher conferences upon the request of the principal or an individual teacher.

11. Keep the prinicpal informed of your activities at all times.

12. Administer formal reading tests in June to all students who have attended your classes.

13. Take inventory of all of the supplies, books, and equipment under your care, and prepare your room for summer storage.

14. Bring all reading records up to date.

15. Make out written reports on the progress of each student at least one week prior to the close of the marking period and give them to each regular classroom teacher for distribution with report cards.

Teacher's Lesson Plan for Various Activities

This illustrates some of the methods and materials currently being used in the Developmental Reading Program.

---

* Group I - Small group discussion on core parts of sentences - skill work at levels 2 and 3 **
Group II- Individualized work based on the student's lesson plan
Group III Individualized work based on the student's lesson plan

One student working on Controlled Reader to improve rate and comprehension
One student working on skill at remedial level - Use of tape recorder to develop knowledge of vowel sounds.

- -

Group I - Follow-up exercises on sentences (core parts), then continue working on individualized lesson plan
* Group II- Small group discussion on dictionary pronunciation - skill work at levels 1 and 2 **
Group III Continuation of above

One student working on comprehension questions to the controlled reader.
One student working on rate and comprehension on the SRA Rateometer.

- -

Group I - Continuation of above
Group II- Continuation of individual lesson plans. Some students working on S. R. A. acceleration for improvement of speed and comprehension.
* Group III Small group discussion on syllables at remedial level and level 1 **

- -

* Group working with teacher
** Skill levels:

1. Word recognition
2. Comprehension
3. Interpretation
4. Study Skills
5. Uses of Reading

PROGRESS REPORT

Dear Parent: Date: ____________________

__________________________ has completed the Developmental Reading Program for this year.

The object of this course is to develop a permanent reading habit so that reading will become an enjoyable experience.

In this course, a student learns how to recognize his reading skill needs and works with materials according to his own level, rate of progress, and specific skill needs. An individualized lesson plan enables him to plan his work accurately in advance.

A parent conference with the reading teacher is welcomed at any time by appointment, for further explanation of a student's reading performance.

A check in the following chart shows reading level and reading skill needs at the beginning of the program and skill needs that still need attention.

Based on Total Scores	Beginning of Program	End of Program
Reading Level Growth: yrs.____ Mos. ____	Above Gr. level ______ At Gr. level ______ Below Gr. level ______	Above Gr. level ______ At Gr. level ______ Below Gr. level ______

Beginning of Program	End of Program
1. Context (word meaning) ______	1. Context (word meaning) ______
2. Structure (syllables) ______ (compound words) ______ (prefixes) ______ (suffixes) ______	2. Structure (syllables) ______ (compound words) ______ (prefixes) ______ (suffixes) ______
3. Word Families (roots) ______	3. Word Families (roots) ______
4. Sounds (vowels) ______ (consonants) ______	4. Sounds (vowels) ______ (consonants) ______
5. Dictionary m (meanings ______ (alphabet) ______ (pronunciation) ______	5. Dictionary (meanings) ______ (alphabet) ______ (pronunciation) ______
6. Comprehension (sentences) ______ (paragraphs) ______	6. Comprehension (sentences) ______ (paragraphs) ______
7. Interpretive (inference) ______ (sequence)	7. Interpretive (inference) ______ (sequence) ______

Reading Department
Bourne, Massachusetts

BOURNE DEVELOPMENTAL READING PROGRAM

Since reading is a tool which provides the means of obtaining both information and enjoyment, it is important to everyone regardless of his profession or position in life. The greater a person's reading ability, the easier it is for him to obtain and digest information and the more pleasure he is able to gain. With these facts in mind, the Bourne Public School's reading program seeks to develop in each student the ability to read to his fullest capacity.

Most students, even the best, will find some skills in which they are weak and which can be improved to increase their reading power. It is the job of the reading teacher to help each student determine the areas wherein his particular weaknesses lie and to direct him toward activities which will help him overcome these difficulties. The materials used in the reading laboratory to help reach these objectives consist of various tests, exercises, books, and visual materials. Tests are given throughout the year to determine the student's reading levels and skill weaknesses. Exercises are then chosen from books, the skill practice workbooks at each pupil's own reading level. Thus, by individual work, self-correction and self-evaluation, each student, with the guidance and direction of the teacher, should help himself to reach a higher level of reading.

Specifically speaking, this is a day by day procedure in drills to perfect certain skills. As each student progresses in reading a higher degree of comprehension should follow.

Emphasis on speed in reading is used only after basic skill weaknesses are removed. Speed for speed's sake is never encouraged, but rather an ability on the part of the student to adjust his rate of reading according to the particular purpose involved.

Certain standardized tests are given throughout the year for the purpose of obtaining reading levels and general indications of skill weaknesses. These include:

1. Skill text Diagnostic Test (4 alternate forms)
2. Iowa Elementary Test (4 alternate forms)
3. Iowa Advanced Test (4 alternate forms)
4. Gilmore Oral Reading Test
5. Durrell Analysis of Reading Difficulties

These test results are used only as a guide for selecting or making informal analysis.

Non-standardized tests are also given for the purpose of determining skill weaknesses. These tests include:

1. Tactics I Diagnostic - Evaluation Test
2. Basic Reading Skills Survey Test
3. Michigan Speed of Reading I and II
4. Morrison-McCall Spelling Lists
5. Noal's Visual Memory

6. B. U. Phonetic Spelling
7. B. U. Word Pronunciation
8. B. Y. Word Analysis

The third type of test given is the Teacher-Made Informal Analysis Test.

From the results of these tests the teacher assigne each student a reading level and helps him find where his greatest skill weaknesses lie, starting with word recognition - the first level of reading.

A cycle is then established for each student to apply specific skills on reading levels, remembering the need to eliminate first level skill weaknesses before going on the higher levels of reading, namely comprehension and interpretation. This reading cycle consists of two skill practices and one applied reading in that order. The student's lesson plan is made but with the number and date of each week. It contains a list of books and workbooks. In the space provided beside the particular book he is using the student writes the name of the skill practice he intends to do and the page where he will find it. By referring to his lesson plan each student can get to work immediately upon entering the Reading Laboratory.

He does two skill practices, writing in ink and correcting from the keys which are on the shelves. His corrections are made in pencil by circling the incorrect answer and writing the correct answer. It is important that he checks to see why his answer is wrong and to understand the correct answer. The teacher is there, of course, to answer any questions he may have.

For his applied reading the student may choose a story from any book in his particular reading level. He may read the story first or do the skill practices first, depending on the particular exercise involved. After each cycle is completed the student should have a conference with the teacher before proceeding to the next skill weakness.

As skill weaknesses are eliminated the student progresses to the second level of reading -- Comprehension -- using the same working procedure. Then he goes on the highest level-- Interpretation -- after which he works in the area of study skills or subject matter skills in direct relation to his particular weakest area (e.g. math reading,math vocabulary, graphs, science vocabulary, etc.)

Reading rate is carried on periodically during the whole program by use of the Controlled Reader, self-timing devices, tach-X machine, small group discussions etc. This is done not only to increase speed of reading, but also to encourage varying rates of reading.

The individual steps of procedure for a particular class are listed on a separate sheet in the teacher's lesson plan book.

Materials Used in Reading Laboratory

Skill Practices

SRA Reading Lab. (Elem., Sec., and Col. Prep Kits)
Reading for Meaning Level 4 - 12
Getting the Meaning Books Junior HIgh school and High School
Reading for Understanding SRA
Spelling Lab (SRA)

Materials Used In Reading Laboratory - Continued

Phonics We Use D, E,. F
Be a Better Reader I, II, III, IV
Dictionary Kit
Your Reading Guide I and II
Skill book I and II
Tach-X Machine
Tactics in Reading I and II - High School
Tactics 7 & 8 - Junior High
Listen and Read Tapes (EDL)
Others

Applied Reading

Random House
Guidebook To Better Reading
Open Highways - Books 7 & 8
Doorways to Discovery L. 7
Windows on the World - L 8
High School Reading Book I
High School Reading Book II
Scholastic Literature Units
Reader's Digest
Library Books
Newspapers
Magazines
Controlled Reader Machine
Vanguard Series
Perspectives Series
Improving Reading Skills, College Subjects
Reading Study type of exercises by Strang
Tach-X
Social Studies Kit (EDL)
Parades and More Parades L. 7
Panoramas and More Panoramas L. 8
Teen Age Tales
Stories for Teen Agers
Exploration thru Reading
Discovery thru Reading
Reading Round Table
Literature Sampler and Library
Others

DEVELOPMENTAL READING PROGRAM CLASS PLANS

Each class section will follow the same procedures:

1. The students enter room quietly and take assigned seats; they read something or go after necessary materials while waiting for their folders.
2. The monitors pass out folders from the cabinet near the entrance.
3. The students work on materials and exercises planned on their individualized lesson plans which are kept in their own folders.
4. The student's reading cycle consists of two skill-practice exercises and one applied reading activity as indicated on the student's individual lesson plan.
5. The materials are multi-level and self-correcting which means that each student is working according to his progress rate with materials found to be appropriate for his tested reading level and for his specific skill weaknesses.
6. All student's answers are to be written in ink and corrected with pencil. Any changed answer must be checked by the teacher, or the the student must draw a blue or red pencil line through the changed answer before receiving the answer key.
7. All answer keys and teacher's manuals are located on the shelves directly behind the teacher's desk.
8. The monitors must collect the folders at least two minutes before the dismissal bell rings; the other students must return materials, chairs, etc., to their correct places.
9. The students must pick up 'things' off the floor around their tables before leaving the room.
10. When the passing bell rings, the students leaving the room must be given the RIGHT OF WAY, and the students entering the reading room must wait in the area away from the passageway.

NOTE:

The teacher when not teaching a group or the whole class is to walk around the room during the independent class activity and offer help and advise each student as he is working on his individual lesson. THIS IS A MOST IMPORTANT ASPECT OF THE DEVELOPMENTAL READING PROGRAM. Individual and small group conferences and instruction about specific skill needs make the program much more meaningful than "just a lot of busy work."

THE BELL SCHEDULE AND THE CLASS SCHEDULES should be conveniently posted.

READING PROCEDURES AND USE OF MATERIALS

Throughout the preceding pages, the plan and procedure of the Developmental Junior High Program has been discussed. However, all procedures must have materials to support them, therefore, we must take a look at the various materials available.

The students' first meeting with materials comes when they receive their Handbook for Reading Improvement. These are the handbooks which are passed out and collected by the monitors during each reading period. Included in this handbook are record sheets and forms that are kept by the student. The correct method for keeping each is explained as the need arises. The following pages will explain several record sheets and the materials used with them.

A. The Individual Student Lesson Plan

The students take about fifteen minutes of their first period every other week and make out their plans for two weeks. These plans are arranged so that each student may perform a specific reading cycle in one of his skill weaknesses. With these lesson plans filled out correctly, each student can proceed with independent effort and less continued guidance by the teacher. The following explanation and directions for completing a lesson plan are described below and are also included in the Handbook.

I. Do two skill practices and one applied reading per cycle
    A. Skill practices:
        1. First step - use a Tactics card (or other skills materials); get answer key, correct and evaluate your work.
        2. Second step - use a skills workbook (or other skills material); get answer key, correct and evaluate your work.

    B. Applied Reading : Third step
        1. Use a workbook that has a hardback book to match it.
        2. Use the index to find your skill weakness.
        3. The workbook will tell you what pages the story is on in the hardback book.
        4. Write the pages of the story in the right-hand margin by the name of the hardback book.
        5. Write the pages of the workbook you are going to use in the correct space by the name of the hardback book.
        6. Read the story in the book first (first check the workbook page for special directions).
        7. After you have read the story, do the exercise in the workbook; correct and evaluate it.

II. Evaluate the Cycle and Write in your Evaluation.
    A. Raw Score - put the number right over the number of problems.

    B. Change the fraction to a percent.

    C. Add the three percent scores and divide by three. If the average is 80% or below, do another cycle on the same skill.

B. The first part of the reading cycle which we call two specific skill exercises is performed through the use of the following materials:

1. Tactics cards
2. S. R. A. Power Builder
3. Reading for Meaning, 4 - 12
4. Basic Reading Skills - Junior High and High School
5. Reading for Understanding
6. Phonics We Use, D, E, F.
7. Be a Better Reader, Books I - IV
8. Dictionary
9. Your Reading Guide
10. Reading Skill books I - II

I. Tactics Cards

The Tactics kit, in conjunction with the Diagnostic Test, gives the teacher a means of discovering which students need further practice in particular skills and the material for this practice.

After determining the skill weaknesses, the students mark their plans with the card number for the skill. After the exercise has been completed, the scores are recorded on the lesson plan. The teacher should closely supervise the work and direct the student in further work.

This kit provides exercises in attacking words by using context, structure, and sound clues, and the dictionary; reacting to imagery; following sequence; understanding sentences; drawing inferences; understanding paragraphs; and analyzing affixed words which have common foreign roots.

II. S. R. A. Power Builder

The S. R. A. comes to our Reading Lab in kit form. There are four various S. R. A. Kits in the Bourne Lab. These were mentioned by name in the preceeding pages so I will discuss only the Secondary Reading Lab. which receives the most use at our school.

The Secondary Reading Kit is made up of three parts. The first and most often used is the Power Builder Section which measures speed of comprehension, vocabulary skills, and details both inferred and stated. The second section called the Rate Builder measures the speed of reading and is not used as often as the Power Builder. The third section called the listening skill builder is used several times throughout the year to check the listening ability of the students.

Each student has his own Record Sheets which he uses both to answer the questions in each exercise and keep a record of his scores. More information on how the kit is made up and how the students use their record sheets can be found in the S. R. A. Teacher's Manual which comes with each kit.

III. Reading for Meaning

The Reading for Meaning exercises are found in the Reading Lab in kit form. These kits are made up in the department by using two student workbooks and two teacher's manuals. The exercises are mounted on cards and the answer key is placed on the back of each card. These kits run from level 4 to level 12 and located for easy student use.

The Reading for Meaning exercises measure Vocabulary Skills, Best Titles, Main Ideas, Getting the Facts, Outlining, and Drawing Conclusions. The students do these exercises by themselves and correct them using the key on the back of each card. After they have corrected the exercise, they record their score on their Individual Record Sheet. In performing these exercises the students make use of two forms. They first use the Reading for Meaning Answer Sheet and as mentioned above they end the exercise by recording their score on their Individual Record Sheets.

After the students have completed one of these exercises the teacher should check the work, and make sure the individual student is moving along as per instructions. After a student has completed six or more of these exercises on any one level, a teacher-student conference is necessary to evaluate the student's work and the direction in which he should continue.

IV. Basic Reading Skills Jr. High and High School

The above workbook measures such skills as comprehension, vocabulary drawing conclusions, phonics, details and outlining, etc.

The students find materials in this book by use of the table of contents. After locating the particular skill practice they are looking for, they mark their lesson plans with the page number of the exercise and the skill to be worked with in that exercise. After the exercise has been completed, the students correct the exercise through the use of an answer key, and records the score on the Individual Lesson Plan.

V. Reading for Understanding

The Reading for Understanding Kit offers exercises in comprehension at a higher level in comparison with the Secondary Reading Kit, which has comprehension drills on a lower level of difficulty. There are two kits located in the Reading Lab.

The students use this kit in much the same manner as they do when they are working with the Secondary Reading Kit. The teacher can gain further information on this kit through the use of a manual which accompanies the box.

VI. Phonics We Use-D, E, F

The above workbook is used to develop the skills involved with phonics. The exercises within the book are composed of the blending of letters, prefixes, suffixes, root words, etc.

The students perform these exercises on paper, and correct and score them by use of the Teacher's Manual. They record their scores on their Individual Lesson Plan.

VII. Be a Better Reader I - IV

The exercises in this workbook are used to measure such skills as vocabulary, comprehension, details both inferred and stated, outlining, etc.

These exercises are also worked out on paper by the students. They correct and score them in the same manner as with the other workbooks.

We can mention here again that the student must keep a careful Lesson Plan, in order to keep a careful record of his or her scores from' these workbooks.

The students refer to the Index to Skills chart on the last page of this book in order to locate the page of any particular skill exercise.

VIII. Dictionary

There are two Dictionary Skill Kits located in the Lab. They are made up in the same manner as the Reading for Meaning and McCall-Crabbs Kits. The students use them in the same manner and mark their Lesson Plans as such.'

These kits measure such skills as prefixes and suffixes, roots, vowel sounds, consonant sounds, alphabetical order, guide words, multiple meanings, etc.

The students also record the results of these exercises on their Lesson Plan.

IX. Your Reading Guide I - II

The above workbook is used in the same way by the students, and the Individual Lesson Plan activity follows per instructions.

The workbook measures such skills as reading rate, skimming, vocabulary, looking for information, and map reading, as well as other higher level work-study skills.

X. Reading Skillbooks I - II

The above workbooks are used to practice skills in the three Basic Skill Areas. These three skill areas, according to level of difficulty, are word recognition, comprehension, and interpretation. The three areas are broken down into many sub-skills.

The students do the exercises in these workbooks in the same manner as mentioned in past procedure. After completing and correcting these exercises, the students record their scores on their Lesson Plans.

Here again, it should be mentioned that the teacher should keep a careful check on the quality of work done by students using these workbooks.

All of the above materials are located on shelves along the wall of the Reading Lab. The students locate their own materials on these shelves and return to their seats.

C. The second part of the reading cycle which is presented as the Applied Reading is made up of the following materials.

1. Random House Reading Program (Pace-setter & Skill Pacers)
2. Listening Programs (EDL, etc.)
3. Ginn Series 4 - 8
    a. Roads to Everywhere
    b. Trails to Treasure
    c. Wings to Adventure
    d. Doorways to Discovery
    e. Windows on the World
    f. Discovery through Reading
    g. Exploration through Reading

4. Scott, Foresman Series 7 - 10
    a. Open Highways - Book 7 & 8
    b. Parades
    c. More Parades
    d. Panoramas
    e. More Panoramas
    f. Vanguard - Grade 9
    g. Thrust - Tactics Grade 7
    h. Focus - Tactics - Grade 8
5. High School Reading Book I and II
    a. Accent: U.S.A. Grade II
    b. Compass - Grade 12
    c. Perspectives - Grade 10
6. TeenAge Tales w/study guides
7. Stories for Teenagers w/study guides
8. Scholastic
9. Reader's Digest
10. Library Books
11. Newspapers
12. Magazines
13. Controlled Reader machine w/study guides
14. Guidebook To Better Reading (Economy Co.)

I. How the Applied Reading is Conducted

A. The students use Levels 4-6 in the following manner: The materials used are both the basic reader and workbook. Each book has a workbook which the students use after covering the material in the book. The students use the basic reader on his or her level.

After the student has read the story, he does the workbook page and corrects it by the use of the answer key. He then records the score on his Individual Lesson Plan.

The students use levels 7-8 in the same manner as with levels 4-6.

These comments regarding specific steps and use of materials are at best only a skeleton guide to assist the teacher and student in their attempt to meet individual differences and specific skill needs, in a more meaningful and efficient manner. The imagination and talent of those participating in the Developmental Reading Program should govern their every effort in trying to seek a better approach to individualized learning than outlined above.

Reading Department
Bourne, Massachusetts

The Role of the Reading Resource Specialist

The goal of the Reading Resources Specialist is to help improve reading services to pupils through teachers, by helping to identify, diagnose, prescribe, prevent and remediate, if necessary, the classroom reading needs of each pupil.

1. Determine the needs of all pupils and teachers in the building.

   Find out what the teacher is doing to meet the needs of pupils. Provide additional resources for meeting those needs.

2. Organize a materials resource center.

   Knowing materials available in building. Where they are.

3. Demonstrate materials - whole class - groups.
4. Assist in testing new pupils and interpret test results to aid classroom teachers in the planning of her reading program.

5. Meet with principals on a regular basis to let them know how well the Reading Policy is being implemented in each classroom.

6. Learning Center Approach - assist the teachers to implement the concept of the Learning Center approach in the regular classroom.

7. When regular reading classes are not in session tutoring will be provided for pupils with the most severe learning problems - "no progress pupils".

BRp 20

be used? In short, is the student being compared with the correct group? A boy with an IQ of 145 would be classified with the below average group if the average IQ of the group was 150.

6. It is wrong to assume that a given grade norm for a test is an acceptable standard for a given pupil in a grade. If the average score for a given grade is 65, this does not mean that for a given pupil a score of 65 could be considered acceptable.

7. When achievement scores do not measure up to ability or aptitude scores, it is not always correct to assume that the pupil is lazy or uninterested.

8. Tests do not give answers to problems. They do not tell us what to do. They are designed to give additional information on the basis of which the teacher or pupil can come to wiser decisions. Tests are aids to judgment, not judgment itself. Test results should not be the sole determinant of the course of action which the reading specialist should follow. The remedial program should be based on other data and should be modified as the teacher works with the pupil, watches his responses, and observes his progress as a result of some activities and his failure as a result of others.

9. Test scores frequently have a direct bearing on the self-concept of the pupil. If the test results, for example, place him in an inferior position with other members of his family or close friends, he may feel threatened by the results. If the intellectual recognition of his limitations is not accompanied by emotional acceptance, the pupil may become hostile, reject the results and seek compensation in another area. The teacher must understand how the child evaluates himself as a reader and what reading success means to him.

10. Test interpretations to the pupil should not be accompanied by expressions of pleasure or displeasure over the test score. A pupil will infer the teacher likes him if the score is high and does not like him if the score is low. The teacher is on safer grounds with statements such as the following: "Does this test score fit in with what you think of yourself?" or "Is this about what you expected?"

11. Tests should be given at the beginning of the semester rather than at the end of the school year. The Test then is more likely to be interpreted as revealing something about the child rather than about the school or the teacher. To judge a school or teacher on the basis of test data only, is invalid and dangerous.

12. The individual child's performance must be interpreted in terms of the curriculum to which he has been exposed. It is reasonable to expect less evidence of ability in reading ability than in some other areas if the pupil has had substantially less acquaintance with this area.

13. Accurate test results are possible only if the tests are carefully administered, scored accurately, and interpreted in terms of appropriate norms. Numerous errors may and often do creep into testing. Even though the test has been standardized, we need to keep in mind the fact that the persons who administer the tests and who interpret the test data are not standardized.

* Deehant, Emerald V. Improving the Teaching of Reading. (Second Edition).
New Jersey: Prentice-Hall, Inc., 1970.

TEST INTERPRETATION: IDEAS AND PRINCIPLES *

The user of tests needs a philosophy of interpretation. In the following principles we have sought to identify at least some aspects of such a philosophy. It is hoped that when tests are utilized to diagnose pupil difficulties and to plan special help to meet the needs indicated by the tests, the following points might be kept in mind.

1. Tests are designed basically for the purpose of understanding children better Schools at one time got along without tests, but physicians also got along without x-rays. The good teacher can understand children better by using tests. Education without testing may be target practice in the dark.

2. Teachers cannot simply believe or not believe in tests. Tests are not articles of faith. Tests should provide an objective situation for studying a sample of the child's behavior, and they are useful only if they are interpreted correctly. Testing without the ability to interpret the results is rather useless, and a test score neatly recorded in a folder that is not interpreted is a waste of time.

3. Tests do not measure something fixed and immutable that characterizes the pupil for all time. They measure rather how well the pupil performs certain tasks at a given point in time. No test score can determine with complete accuracy what the pupil can or cannot learn in the future. Any one score may be misleading. Tests do not really predict. It is more accurate to say that they estimate. They attempt to forecast a person's chances and express this chance mathematically.

4. The pupil needs to develop the attitude that tests merely offer samples on which he is to try his skill. The tests should be looked upon as a challenge rather than as an instrument that stigmatizes him.

5. The user of tests should ask four questions about any tests that he uses:

   a. Is the test valid? Does it measure or predict whatever it is supposed to measure or predict? No test is infallible. It is therefore highly important that the teacher utilize the results of more than one test and that he obtain the best test possible.

   b. Is the test reliable? Does it measure consistently whatever it is measuring? Is the score stable and trustworthy? Does the person taking the test generally maintain about the same ranking in a group of persons upon retaking the test? There is no such thing as reliable performance on an unreliable instrument. A student suffering a severe headache may not do as well as he normally does even on a well-built test. If, on the other hand, the items are ambiguous or the directions are unclear, he may not be able to perform reliably regardless how propitious his mental condition.

   c. Is the test usable and objective? Is it practical? Is it economical? Is the test too long? Is it too expensive? Is it easy to score?

   d. What is the norm group? Is the group, on which the instrument was standardized, representative of the group on which the instrument is to

Reading Test Record (Yellow Card)

The same area may be used for either SRA or OPEN HIGHWAYS.
The entry in the top row opposite "Book Level" would be a letter for level of SRA, such as A, B, C etc. For OPEN HIGHWAYS the level would be a numeral 3-1; 3-2, etc.

VI. Record of Retention

At present, there is no easy way of determining if a student has ever been retained. To save time for all teaching personnel who will make use of the information on this card, please record in red ink above the student's name if the child has been retained. The notation should give the grade and year of retention, and written on the card by the teacher in September when the child is actually retained.

VII. Back of Card

This area is provided for specific information that will be helpful to the teacher next year. Included should be:

1. Areas of poor performance on Informal Analysis.
2. If program has been changed, give date and by whom approved.
3. List self-directing or programmed materials used with highest level completed.
4. Level of ral reading ability with good comprehension.
5. Specific skill needs.
6. Enter NAME of classroom teacher of reading, the school and recommended placement in September.

For Grades K - 3, the second box was provided in case a student repeated a grade. Since students are rarely retained you may use the extra space if needed. Simply cross out the lettering in the middle and fill in the requested information at the bottom.

If a student is repeating a grade, use the lower box provided for that purpose. If you are retaining a student, use only the upper box, leaving space for comments by next year's teacher.

Reading Department
Bourne, Massachusetts

Procedures for Completion and Use of the Reading Test Record (Yellow Card)*

I. There are three general areas for recording test scores.

1. Scott, Foresman BASAL SERIES
2. OPEN HIGHWAYS
3. SUPPLEMENTARY TESTING

II. When entering scores in any one of these areas the following steps should be followed:

1. Enter the book level or the test form.
2. Enter subtest scores over maximum scores. Example: 19/25
3. Circle any subtest and total scores that fall AT or below the 25th percentile.
4. Under "Rating" give the percentile of total score.
5. The testing date, MONTH and YEAR is essential information.
6. Classroom teacher's name and grade level go in the last box.

III. Initial Reading Survey used in Grade I will be recorded at the bottom of the section "Scott, Foresman BASAL SERIES."

In the third space from the bottom enter headings as follows:

Init. Rdg. Surv.	Form	(Lang)uage	(Aud)itory	(Let)ter	(Letter/ Sounds)	Tot.	%tile	Date	Tchr/ Gr

IV. Scott Foresman Inventory Survey scores should be listed under Supplementary Testing.
In the top row enter headings as follows:

Inv. Surv.	Form	WM	SM	PM	SCR.	PH/GR	Infl/Der. -	Tot.	%tile	Date	Tchr/Gr/

V. SRA Basic Reading Series end-of-level test results will be recorded in the area labeled OPEN HIGHWAYS. Entries should be made beside the printed words as follows:

Printed	Write in			
Book level	SRA	A	B	C
I. Word Study ·	W Rec.			
II. Phonemic Graphenmic Relationships	W M			
III. Comprehension	S M			
IV. Pre-Dictionary	Comp			

*Please refer to completed sample card BRP # 22a or 22b

Reading Department
Bourne, Massachusetts

INSERVICE
ELEMENTARY WORKSHOP
AGENDA FOR THE YEAR
1974-1975

I. Specialists Needs - Tutorial

  A. Parent Progress Reports revision
    1. More space needed for teacher comments
    2. Space needed for pupil's Grade Placement
    3. On back - redefining and listing of skills covered in tutorial sessions
    4. On checklist, some indication of what pupil can do as well as what he needs work in
    5. Definition of terms used on checklist
    6. In-depth coversheets to correlate with Reading Profile

  B. Testing, evaluating, reporting and ordering

    1. Durrell
    2. Slingerland + Malcomesius
    3. Educational Plans in each folder
    4. In-Depth Reports
    5. Analyzing class summary sheets

  C. Routine Reports
    1. Booklet and sample copies of each report filled out (Reading Department forms due by months)

  D. Programs and Techniques (for pupils having difficulty in classroom and needing different techniques)
    1. Gillingham - [redacted]
    2. Slingerland - [redacted]
    3. Distar (In-service Workshop)

  E. Programs for Reinforcement - Decoding
    1. Merrill
    2. Let's Read
    3. Cracking-the-Code
    4. Palo Alto
    5. Tutortapes
    6. Supplementary:
      a. word charts
      b. worksheets - answer keys
      c. prescription sheets - revision

II. Resourcing Classroom Teachers

  A. Readiness
    1. Distar Language
    2. Alphabet
    3. Sounds
    4. Writing

II. Resourcing Classroom Teachers - continued

B. Decoding
  1. SRA Reading Cycle - [redacted]
  2. Reinforcement techniques and practices
  3. Techniques from mono-syllables to multi-syllabic words
  4. Take-homes
    a. Stories from each unit using Satellite cards
    b. Words I can Read and Write
      1.) Word List
      2.) Sight Words

C. Comprehension

  1. SRA Comprehensive Series
  2. Other self-directing kits and materials

D. Study Skills

E. Reading in the Content Areas

F. Implementing Learning Center
  1. Elementary Learning Center Manual
  2. DIA Kit

III. Resource Specialists Handbook

  1. Role of Specialists
  2. Remedial outline of class procedures
  3. Preference List (how candidates are selected, etc.)

IV. Workshops

  1. Teachers
  2. Teacher-aides
  3. Student-aides
  4. Parents

Reading Department
Bourne, Massachusetts

IMPROVEMENT OF BASIC COMPREHENSION SKILLS: AN ATTAINABLE GOAL IN SECONDARY SCHOOLS *

Probably there is nothing more universally agreed upon by middle-of-the-road reading teachers than the necessity for helping students to develop what are often called basic comprehension skills.

Our colleagues on the one side sometimes appear to leave the idea of comprehension out of their definition of reading. They talk and write as if they equated word pronunciation with reading. If this equation existed, phonics might be, as they often claim, the great panacea for all ills in reading.

Colleagues on the other side, among them those who would adopt the more extreme forms of "individualized reading," often exhibit surprising faith that basic comprehension abilities will appear in their pupils with a minimum of specific teaching.

"HOW CAN I TEACH ALL THESE SKILLS?"

The middle-of-the-road teacher has little difficulty in making or finding a list of basic comprehension skills. Some of these lists seem formidable to many teachers who wonder how they can possibly teach all of these comprehension skills, and, at the same time, take care of the word-recognition and word-meaning skills, the locational skills, the oral-reading skills, and, perhaps, others. These are just a few of the basic comprehension skills which are often listed:

Skimming to find a specific fact
Reading for main ideas
Reading to understand and recall a sequence
Reading to see the relationship of details to main ideas.
Reading to follow directions
Reading to draw conclusions
Reading critically to detect false reasoning

All reading teachers are very familiar with such lists and with the exercises and lessons with which textbooks and workbooks are replete for the teaching of these skills.

BUT WHAT IS REALLY BASIC?

The word basic means "fundamental, pertaining to the base or origin of." Is it true that skills such as those mentioned are really basic? Or are they, perhaps, at least one step removed from those abilities, probably fewer in number, which are truly fundamental?

We may draw a comparison for a moment with the teaching of spelling. In teaching spelling we seem to be much closer to an understanding of the real fundamentals than we are in the teaching of reading-probably because spelling is a much simpler process than reading and, therefore, is easier to analyze. We know that there are just a few (probably not more than four or five) basic skills which make the difference between a good speller and a poor one.

C.S. # 4

One of these is accurate visual perception of letters in any particular combination. We find that we can predict the presence of a spelling problem in a youngster by listening to his oral reading. If he habitually omits words or adds them, if he confuses words of similar configuration even when the words are perfectly familiar to him, if he "reads right over" the punctuation marks, we may conclude that very probably he is a poor speller as well as a poor oral reader. And if he is, we have a definite clue to a cause of his poor spelling. We have a good idea, too, about what to do to help him.

READING IS MORE DIFFICULT TO ANALYZE

In teaching spelling, we are moving toward an attack upon the really basic skills and away from drill upon miscellaneous lists of words and other ineffective procedures.

Being a more complex act than spelling, reading is not so easy to analyze. There is more likely to be disagreement as to what is fundamental. Is reading for main ideas a truly basic skill? What about skimming? Or even reading a map?

SKILLS THAT MAKE THE DIFFERENCE

It is my belief that, first, the number of skills which need to be taught could be greatly reduced if we could get closer to an understanding of what is basic; and, second,, that the time and effort expended in teaching reading skills would produce far greater results.

The remainder of this paper will be devoted to a consideration of three skills, or abilities, which, in my opinion, clearly differentiate between the reader who comprehends well and the reader who does not.

UNDERSTANDING THOUGHT RELATIONSHIPS.

The first of these abilities is the power to find and understand various kinds of thought relationships which exist in reading materials: in single sentences, in paragraphs, and in selections of varying length.

It is as impossible to think of an idea which is not related to other ideas as it is to find a person who is not and never has been related to any other person. And ideas are related to each other in many and often very complex ways. Let us examine this fact with a simple illustration. Here is a sentence containing the most common kind of thought relationship:

During our visit to the museum, we saw the first Stars and Stripes ever carried in battle; after that we enjoyed a collection of old silverware, later wandered into a room filled with Indian relics, and finally found ourselves absorbed in a display of old wedding gowns.

The parts of this sentence, obviously, are related to each other in time. We follow the trip through the museum in the time order in which the exhibits were visited.

Now examine the same sentence parts presented in another way:

During our visit to the museum, we saw a collection of old silverware, an absorbing display of old-fashioned wedding gowns, a room filled with Indian relics, and the first Stars and Stripes ever carried in battle.

This sentence tells less than the preceding one. We know what the visitor saw, but we cannot follow him from room to room in the museum. The relationship present among the parts of this second sentence is a simple listing of items. The list could be in some other order; nothing in the sentence requires any special order.

Let us look at another sentence:

During our visit to the museum, we enjoyed seeing the first Stars and Stripes ever carried in battle and the absorbing display of old-fashioned wedding gowns much more than we did the room filled with Indian relics and the collection of old silverware.

We now have a comparison-contrast relationship. In the author's mind, the displays he saw have fallen into two groups: two displays he enjoyed, two others he liked much less. An important additional meaning has been added to the sentence because the relationship of the parts is different.

Once more, observe the same items but in a fourth and different relationship:

Because, on our visit to the museum, we had seen the first Stars and Stripes ever carried in battle, a room full of Indian relics, a display of old silverware, and a collection of old-fashioned wedding gowns, we were able to present a successful class program in which we compared relics of the past with their modern counterparts.

In this sentence we have a cause-effect relationship. The experiences of the museum visit have produced an effect: a successful class program.

These four kinds of thought relationship-time, simple listing, comparison-contrast, and cause-effect plus others, occur in a great many combinations, some of them very complex, in all kinds of reading material. The ability to observe and to use these relationships seems to be one of the basic comprehension skills.

A SECOND BASIC SKILL: READING WITH A PURPOSE

A second basic comprehension skill has to do with purpose in reading.

In the Summer 1959 issue of the Harvard Educational Review, William G. Perry reported on a study made at Harvard. Fifteen hundred Harvard and Radcliffe freshmen were assigned a chapter in a history book, about thirty pages of detailed material. They were given no specific instruction - just "study the chapter; you will have a test later which will require you to write a short essay and identify important details." Mr. Perry reports as follows:

> The chapter in question is an admirable piece of exposition, but like many admirable chapters it makes no initial statement of its aims, and it takes a little while to get going....What we were interested to determine was how many students in the face of this burden of detail, the purpose of which was not clear, would have the moral courage-or call it the immoral courage-to pull themselves out and look at the ending of the chapter.

Perry states that after twenty-two minutes of study the students were stopped and asked what they had been doing. Over ninety per cent of them said they had simply started at the beginning and read straight ahead. The students were then given a multiple-choice test on details of the chapter and asked to answer questions on the material as far as they had read. The results were exeellent; Perry calls them "impressive."

ONE STUDENT IN A HUNDRED GOT "THE POINT OF IT ALL"

But Perry continues, "Out of these 1500 of the finest readers in the country only one hundred fifty even made a claim to have taken a look ahead during the twenty minutes of struggle with the chapter." This in spite of the fact that the text contained excellent marginal glosses and at the end, like "a bold flag," a heading Recapitulation. In this recapitulation paragraph, the whole structure and purpose of the chapter was stated.

Perry's report goes on:

> We asked anyone who could do so to write a short statement about what the chapter was all about. The number who were able to tell us...was just one in a hundred-fifteen. As a demonstration of obedient purposelessness in the reading of 99% of freshmen we found this impressive...after twelve years of reading homework assignments in school they had all settled into the habit of leaving the point of it all to someone else...

STUDENTS MUST LEARN TO SET THEIR OWN PURPOSES

If this purposelessness in study exists among students like those at Harvard, what must be the case with otheres less gifted? I might be argued that the moral of the story is that teachers should give better assignments. But it would seem more important to suggest that by the time young people are freshmen at Harvard, it is high time they knew how to set purposes for themselves. This is a basic comprehension skill.

It is obvious that Perry questions whether the students he reports on had any real comprehension at all of what they read. They could answer multiple-choice questions, but they failed to get, as he says, "the point of it all."

INEFFICIENT VS. EFFICIENT READERS

Suppose, for example, that a student is reading in a social studies text a section on medieval castles. The inefficient reader plods straight through the material, often with wandering attention because his goal is only to "read the lesson."

Contrast his method with the careful attention to detail, the search for visual imagery of the pupil who is reading the same section in order to make a drawing of the castle.

Contrast it again with the kind of reading a pupil will do who wants to compare the way of life in a medieval castle with that in a modern apartment building. Or, again, with that of the pupil whose responsibility to his class is to report on one very specific topic: the hazards to health of castle life.

This last pupil, if he is reading efficiently, will skim rapidly through the material until he comes to a paragraph which seems to have a bearing on his topic, then settle down to read carefully and to draw conclusions from his reading. The pupil who thus reads with purpose, and its corollary flexibility, has developed a thinking approach to reading. He reads with a comprehension impossible to the student who simply "reads."

Real comprehension is not spongelike absorption of what is read; it is forceful reaction in the light of definite purpose.

A THIRD BASIC SKILL: DRAWING ON PREVIOUS LEARNING

The ability to make full use of previous learnings in attacking new material is a third basic comprehension skill. This actually is the familiar "reading readiness" in an extended form.

It is hard to illustrate this concept vividly for adults. They have read and heard and experienced so many things that they can at least partially comprehend almost any kind of reading matter-except, perhaps, some highly technical information.

A paragraph from a book of knitting instructions would present no problems to me; most men would probably be lost by the end of the first phrase. Such instructions are just gobbledygook to the nonknitter-to the person who has no readiness. We could put most women in the same spot with a paragraph from an auto mechanic's manual.

THE "HIGHER ILLITERATE" MAKES NO USE OF BACKGROUND

Having or not having the background necessary for full understanding is partly a matter of luck or chance, but there is more to it than that. Francis Chase was talking about essentially the same basic comprehension ability in a much more serious way when, after discussing the effects of what he calls simple illiteracy, he made this statement:

> Higher illiteracy is a characteristic of those who see, hear, and even read, but will not understand. They cannot, in fact, understand because they have not developed the ability to carry on a transaction between the world of ideas imbedded in language symbols and the world of real persons, objects, and events....The higher illiterate can absorb and repeat ideas found on the printed page but he has not developed the ability to relate these ideas to the life around him....He does not know how to bring about the conscious interplay between ideas previously encountered and the content of what is being read at the moment.

Chase's concept of higher illiteracy refers directly to failure to relate "the abstractions on the printed page to persons, events, and institutions of the real world." An extension of this idea includes the parallel failure to relate present reading to the residue of ideas from past reading. Many students have this background for comprehension but fail to realize that they have it and fail to use it.

Associational reading, the process of drawing upon all that one has experienced or read to enrich what he is currently reading, is a basic skill which requires specific teaching.

To summarize to this point: If we analyze what lies at the foundation of comprehension, we seem to find at least three basic skills. They are (1) the ability to observe and use the various and varied relationships of ideas, (2) the ability to read with adjustment to conscious purpose, and (3) the ability to make full use of the substantial backlog of real and vicarious experience which almost every reader, even the beginner, possesses.

HOW DO WE GO ABOUT DEVELOPING THESE SKILLS?

There are several kinds of guidance that appear to help students develop and strengthen these basic skills. One seems to involve a teacher's asking the right questions. Suppose we spend a few moments with the following paragraph:

> On an autumn day in 490 B.C., the Greeks won their great victory over the Persians in the Battle of Marathon, and a runner came with the joyous news to Athens. "Rejoice, we conquer," he gasped and fell dead. It was 2300 years later, in 1896, that another race, named the "marathon," was run, this time as part of the newly revived Olympic games. Baron Pierre de Cobertin arranged the race, which was won by a Greek shepherd whom nobody had heard of before as a runner. Since that time, the marathon has been a regular part of the Olmpics, and there have been other marathons

at festivals and holidays. In the 1960 Olympics, the famous race was run at twilight. It began in front of the great Victor Emmanuel monument in Rome, went past the Forum and the Colosseum, and down the ancient Appian Way. The path of the race was lit with flaming torches held by soldiers. First to cross the finish line was an Ethiopian soldier, who ran the whole 26 miles, 385 yards barefoot.

Consider the following set of questions based on this paragraph:

1. What was the purpose of the original race from Marathon?
2. Who suggested the idea of an Olympics marathon?
3. What is the official distance of the modern marathon?
4. What is the meaning of the word marathon spelled with small m?
5. To what country did the marathon honors go in 1960?

QUESTIONS THAT TEST VS. QUESTIONS THAT TEACH

Questions like those given above do little but test comprehension, and that on a rather low and superficial level.

This second set is based on the same paragraph:

1. Why do the Olympic games feature a marathon race? (The answer involves an understanding of the cause-effect relationship of facts in the paragraph.)
2. Was there a marathon race in the first Olympic games? How do you know? (The answer requires that the student realize time relationships in the paragraph.)
3. What mental picture do you have of the 1960 race? How clear is the picture? How could you make it clearer? (The imagery will be vividly clear only for students who may have been in Rome or those who have studied a map and pictures of the part of modern Rome in which the marathon took place.)
4. Does anyone know of a famous American marathon race? Do you know the name of a winner of the American race? (Many students, if prodded, will make the association with the Boston marathon or other races which belong totheir part of the United States.)

THE RIGHT QUESTIONS AT THE RIGHT TIME"

The kinds of questions we use can give the student conscious practice with thought relationships and cause him to make meaningful associations with his previous reading and with his direct experiences. We can turn a superficial test of comprehension into a learning experience.

The kinds of questions are important. So also is the timing of the questions. Most questions should precede the reading rather than follow it. Questions asked before students read can help set purposes for reading. They can direct students' attention to relationships they should be looking for and associations they should be making as they read. Questions asked after reading merely test comprehension; they do not develop it.

DIRECTED READING IN CONTENT AREAS

Another kind of guidance which helps students learn basic comprehension skills involves the use of the directed-reading-lesson pattern of teaching. This pattern, so familiar to teachers of reading in the elementary school, can be applied with advantage to curricular areas such as social studies, science, and literature, particculary in the early years of secondary school. The teaching sequence goes something like this:

The teacher builds readiness for the new lesson by introducing new vocabulary and concepts, reviewing material from previous lessons or from the students' experiences. This shows them how the new content connects with the old.

He also helps them set purposes for their study. After skimming through the pages of the lesson, looking at pictures, reading headings, reviewing what is already known about the subject, and connecting it with previous learnings, the students should be able to answer questions like these:

1. Is this a lesson we can read rapidly, or must we study it slowly and carefully? Why?
2. What are some of the things we should try to find out from this particular lesson?
3. How can we use what we find out?

It is during this first part of the directed lesson that students learn one of basic comprehension skills we have been discussing: how to set purposes for reading.

INDIVIDUAL STUDY, FOLLOW-UP QUESTIONS

Once students have identified their specific purposes for reading, they should be allowed to read and study the material for themselves. This study must be closely supervised and done in brief sections with younger students. As these students mature theycan do more and more alone, for they will gradually learn to keep in mind several questions and purposes simultaneously. When this time comes, this step may be a homework assignment.

The final part of a directed reading lesson is the follow-up. Part of this follow-up usually involves questioning or testing in some form. As we have seen before, the type of questioning a teacher does will determine how much the students improve their understandings of basic thought relationships. The questions can also help them acquire more skill in making constant associations between what they have just studied and what they already know - in getting "the point of it all." Thus two more of the basic comprehension skills receive practice.

INDEPENDENCE COMES GRADUALLY

Secondary teachers may feel that there is too much "leading by the hand" in this directed-reading-lesson approach. In a sense good teaching is leading by the hand; it is leading the pupils through a process until such time as they can "walk alone." Rarely does that time come abruptly.

Skillful teachers know how to allow students to take more and more responsibility until one day (for most students not until sometime late in senior high school) it is time to introduce the SQ_3R method (Survey, Question, Read, Recite, Review). SQ_3R is nothing but a grown-up directed reading lesson. The steps a student takes in both are virtually the same. In SQ_3R the student takes these steps alone.

WHAT MATERIALS ARE AVAILABLE TO HELP TEACHERS?

Teachers, of course, want to know what materials they can use in helping high-school students develop reading comprehension skills.

Many have found special reading books and workbooks that are interesting to pupils and worth while in content. However, it should be remembered that what these materials provide, more often then not, is a series of tests of the application of skills. If a student has already learned the basic skills, then the practice exercises may help him to fix the skills, assuming that the questions raised in the exercises are so written that they call for depth of comprehension.

It is the unusual practice exercise which really shows a student how to see relationships, set purposes, and make associations, It is the unusual workbook which takes the student through a sequence of steps in learning a skill and gradually shows him how to apply his skill in increasingly complex situations.

TEACHERS ALREADY HAVE THE BEST MATERIALS

Probably the very best materials for teaching these basic comprehension skills are the content textbooks in social studies, science, and literature.

In the first place, students recognize that the content of these books is important. They approach it with an entirely different attitude from that with which they approach practice exercises in a workbook. They know they are expected to master the content of the text. They welcome the teacher's help in showing them how to see relationships and make associations which guide them in their task of understanding and remembering. Setting purposes for study makes sense to them.

Every lesson in every content textbook is a potential source for the best teaching of reading that a teacher can do. It is amazing how few teachers realize this.

A DIRECTED READING LESSON IN ACTION

Let's look in on a 10th grade English class I visited a while ago. The teacher is using an anthology, and the material for the day is the well-known essay Mary White. The teacher begins the lesson by reciting a stanza of a poem to the class.

Life has loveliness to sell,
All beautiful and splendid things,
Blue waves whitened on a cliff,
Soaring fire that sways and sings,
and children's faces looking up,
Holding wonder like a cup.

She tells the class this is a picture poem and asks them to decide which of the pictures is clearest to them and why.

One girl mentions the children's faces and says that these lines remind her of little children in her family standing by the lighted Christmas tree. Others nod in agreement and mention other experiences of which the poem reminds them. Finally, the teacher asks the class to state the theme, the main idea, of the poem in a single sentence, which she writes on the chalkboard.

POEM SETS PURPOSE FOR READING ESSAY

The teacher tells her students a little about William Allen White, author of Mary White; mentions his son, Mary's brother, and the war story They Were Expendable I notice that two boys have jotted down the title. Then she tells the class that when she was preparing to teach Mary White she was reminded of the poem that have just talked about. She asks them to read theshort essay silently to see why she was reminded of the poem. Thus she has, for this lesson, set a purpose for the pupils.

After the students have read silently, the teacher asks them to discuss the essay. Several see the the point immediately. One says that the theme of the poem expresses exactly Mary White's philosophy. Another says that Mary would have liked the lines about the children best because all kinds of people were fascinating to her

The teacher follows this discussion by asking the students to decide on some words which will best describe Mary White. *Vivacious*, *considerate*, *mature* - these are some of the words which appear on the chalkboard as students make suggestions.

Finally, just as the period comes to a close, the teacher asks three or four students to read orally from the essay a single sentence which might prove that Mary White possessed some one of the characteristics which the adjectives on the chalkboard suggest.

READING OR LITERATURE?

After the lesson, I said to the teacher, "That was a fine reading lesson."

"Oh, no," she replied, "that was a *literature* lesson."

This kind of misunderstanding is part of the difficulty in raising the standards for the teaching of reading in secondary schools.

Perhaps it wouldn't matter if all teachers were doing what this particular teacher was doing-unaware though she seemed that she was teaching reading skills right along with the content of her subject.

Probably, however, the great majority of secondary content teachers are not teaching reading-they are simply assigning it and assuming that the act of trying to carry out assignments will ensure that students grow in reading skill.

It will be only when many teachers discover how to make natural, purposeful application of reading skills to the everyday work in all the content fields that we shall begin to solve the "reading problem."

Just so long as the fence is up between the teaching of content and the teaching of reading skill, we shall not develop the basic comprehension skills-or for that matter any of the reading skills-to the degree we potentially are able to do.

THE ROLE OF "INDIVIDUALIZED READING"

"Individualized reading" plays a very important role in this process of building basic comprehension skills-providing that the teacher understands how to capitalize on the possibilities. It does not play the kind of role which most enthusiasts for individualized reading seem to visualize.

Every bit of reading which a person ever does is a potential source of background understandings for all the reading he will do in the future. "Reading maketh a full man," said Francis Bacon, and he must have meant full of ideas, full of understandings, full of a potential source for basic comprehension.

CHECK YOUR OWN READING EXPERIENCE

Your own experience will make this clear to you. You select a book or article on some subject with which you are familiar-whether it be school administration, ancient history, the teaching of reading. We'll assume it to be a field in which you have done a great deal of study. You find that you read this book or article with full and deep comprehension.

You make mental notes of comparison between what this author is saying and other ideas you have obtained elsewhere: your whole process is one of coninuous association of ideas. You read purposefully, for you are seeking practical ideas you can use in your profession. You follow the relationships of the ideas easily because so many of them are already familiar to you.

Compare this experience with what would happen if I, for example, were to undertake the reading of a book on space science. It would be difficult and relatively unrewarding for me. I have too little background to make associations or to read for any particular purpose other than the general one of broadening understanding. I know I would have a great deal of difficulty seeing any kind of relationships.

Through the reading of many books, students acquire the understandings and backgrounds which make the development of full comprehension possible. This, then, is the reason why a broad program of individualized library reading is essential to the development of comprehension skills.

SHARE PURPOSES WITH STUDENTS

If the skills discussed in this paper-understanding thought relationships, reading with a purpose, and drawing on previous learning-are accepted as fundamental to good reading, teachers must make sure that students themselves understand and accept them. Practice of a skill without the student's understanding of what and why he is practicing leads to success in only a hit-or-miss fashion. Strong motivation, so necessary in learning any skill, springs from two main sources: specific evidence of progress in learning the skill and proof of its practical application.

The more teachers share their own purposes and understanding with their students, the more likelihood there is of success in their teaching.

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* Source: By Dr. Olive Stafford Niles. A Scott, Foresman Monograph on Education. 1964. (Dr. Niles is Director of Reading of the Galaxy Program, Scott, Foresman's combined literature and reading-skills program for secondary schools, and Reading Advisor for Outlooks Through Literature and Exploring Life Through Literature, 9th- and 10th-grade anthologies in Scott, Foresman's America Reads literature series.)

(This Monograph is out of print and will not be reprinted.)

BOURNE PUBLIC SCHOOLS
BOURNE, MASSACHUSETTS

August 31, 1971

ORIENTATION GUIDE
FOR
READING WORKSHOP

Prepared by

Reading Department Personnel

ONCE UPON A TIME

Once upon a time the animals decided they must do something heroic to meet the problems of a new world, so they organized a school.

They adopted an activity curriculum consisting of running, climbing, swimming and flying. And to make it easier to administer all the animals took all the subjects. The duck was excellent in swimming, better in fact than his instructor, and made passing grades in flying, but he was very poor in running so he had to stay after school, and also drop swimming to practice running. This was kept up until his web feet were badly worn, and he was only average in swimming. The rabbit started at the top of the class in running, but had a nervous breakdown because of so much make up work in swimming. The squirrel was excellent in climbing until he developed a frustration in the flying class, where his teacher made him start from the ground up instead of from treetop down. He also developed Charley Horses from over-exertion, and then got a "C" in climbing and a "D" in running.

At the end of the year an abnormal eel who could swim exceedingly well and also run, climb, and fly a little had the highest average, and was valedictorian. The prairie dog stayed out of school and fought tax levy because the administration would not add digging and burrowing to the curriculum. They apprenticed their children to a badger, and later joined the ground hogs and the gophers to start a successful private school.

Bourne Public Schools

Reading Department

Raymond L. Matthews
Coordinator of Reading

The content of the reading workshops would include an explanation of some of the following:

1. Teaching a directed reading lesson using the steps involved in the Reading Cycle, copy of which is enclosed.
2. Discussing curriculum guides and sample yearly plans to determine an adequate pace for covering the material in the book at each grade level. This would mean answering such questions as how long to spend on one story, how many books should be completed, and which books should be used for a particular group.
3. Grouping pupils for specific skills and instruction.
4. Grouping pupils in a class for oral reading instruction.
5. Providing effective seat work activities and using Programmed Reading materials.
6. Analyzing each of Scott, Foresman end-of-the-book tests to determine long range objectives and to plan specific lessons according to the skills measured by these tests.
7. Interpreting June test results of the present class members to determine instructional needs. (S/F End-of-the-book tests)
8. Administering an informal analysis in reading, (letter names, letter sounds, visual memory, hearing sounds, spelling).
9. Questionnaire: "How Well Do I Teach Reading?", which is enclosed.

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V. The Reading Lesson

VI. Word Recognition and Word Attack

VII. Silent and Oral Reading

VIII. Use of Workbooks

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BOURNE PUBLIC SCHOOLS

CO-ORDINATED TOTAL READING PLAN

# READING POLICY MANUAL
for
THE ELEMENTARY GRADES

PREPARED BY
THE BOURNE READING DEPARTMENT

BOURNE, MASSACHUSETTS 02532
MARCH 9, 1970

BRP # 1

FOREWORD

The purpose of a policy statement is to provide guidelines for all school personnel in understanding our total reading program in the Town of Bourne. The approach used by the Reading Co-ordinator in the development of this policy statement, over a period of the past three years, was based on the concept that classroom teachers who would be responsible for the implementation of the policies would be included actively throughout the stages of discussion, preparation and revision.

Subsequently, that final draft was evaluated and discussed by the Principals, Curriculum Co-ordinator, Reading Co-ordinator and the Assistant Superintendent and Superintendent of Schools during a series of weekly meetings. Provisions of the policy were thoroughly explored and adjustments made where necessary. A great deal of time and effort went into its preparation, and now, for the first time, we have, in the Town of Bourne, an official statement of the minimum guidelines for achieving our goals in reading.

It was agreed that, as need arises, changes could be made in the policy through suggestions by Classroom Teachers and by discussions among the Principals and with the Reading Co-ordinator. Such changes would then be submitted to the Superintendent's Office for approval.

If a question arises in interpreting any phase of this policy, such question should be referred to the Reading Co-ordinator for clarification, and if necessary to the Superintendent for a final decision.

Raymond L. Matthews
Reading Co-ordinator (K-12)

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The Basic Philosophy of the Bourne Schools Reading Plan:

"Success breeds success. . ."

AIM: To develop a program of individualized instruction with an emphasis on the diagnostic teaching of skills

To raise the levels of achievement in reading results from improved teacher services to pupils through an

1. Improved design of the content and skills program
2. Improved techniques for efficiency of learning
3. Improved materials for learning

Developing motivation and maintaining self esteem in each child are the pre-requisites to success in any learning situation. Therefore, as teachers of reading, we must provide each child with the appropriate skills required for the successful performance of a particular task. To implement this philosophy, our reading programs emphasize skill development on a sequential basis using materials at the child's appropriate instructional level.

The six basic criteria[1] by which we evaluate the effectiveness of our program according to this basic philosophy are as follows:

1. Provision for specific skill needs.
2. Provision for correct level of instruction.
3. Provision for individual rate of progress and an awareness of each student's learning rate.
4. Provision for self correcting and independent study.
5. Provision for social development through co-operative learning and team effort.
6. Provision for enrichment and application of skills through enjoyable learning experiences.

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[1] Durrell, Donald D. Improving Reading Instruction, World Book Co., New York, 1956.

OUTLINE OF ORGANIZATION AND PERSONNEL FOR IMPROVING PUPIL'S SERVICES THROUGH TEACHERS IN THE BOURNE READING PLAN K-12

I. Organization

- A. Programs - pupil services
    1. Headstart (A Community Action Program)
    2. Kindergarten
    3. Developmental
    4. Corrective
        - a. Transitional
        - b. SRA Linguistic
    5. Remedial
    6. Multi-Service Clinic
- B. Consultant Services
    1. Grade Level Meetings
    2. Team Leaders' Discussions
    3. Remedial Reading Workshop
    4. In-Service Sessions
    5. Classroom Demonstrations

II. Personnel

- A. Classroom teacher
- B. Reading Team Leader
- C. Remedial Reading Teacher
- D. Reading Clinic Tutor
- E. Elementary Reading Supervisor (K-6)
- F. Reading Co-ordinator (K-12)
- G. Curriculum Supervisor
- H. Supervising Principal

BOURNE SCHOOLS CO-ORDINATED READING PROGRAM

The need for a co-ordinated total reading program is more evident than ever before. We are working with youngsters whose levels of achievement, progress rates, and capacities differ widely at each grade level and within each classroom. It is our job to provide learning experiences which will take into account these differences and capitalize on them.

In setting up such a co-ordinated program, reading must have top priority in the primary grades, a high priority in grades four to eight, and attention by all teachers as well as the services of a reading supervisor and reading specialist in grades K-8, and through the services of a reading consultant in grades nine through twelve. Reading instruction at the secondary level should be a part of the regular curriculum.

A major goal is to integrate reading within the entire school program. Each teacher is responsible for giving instruction in reading as is needed in each classroom. At present, some teachers have little or no preparation for giving differentiated instruction in reading. This is especially true in grades seven through twelve. Consequently, these teachers may not recognize the opportunity to give differentiated instruction or if they do, they may not know what to do about it.

An effective reading program requires a wealth of suitable materials for each classroom, in-service training for all teachers, the services of a qualified reading specialist or consultant, and curriculum changes to incorporate reading into the program as a whole. Classes for the slow learners or reluctant readers should also be set up and complex reading problems referred to a reading specialist for individual instruction on a daily basis. It was thus that in 1961, the goals of the Bourne Reading Program were identified and a program to achieve these goals was initiated, primarily through the educational leadership and special interest in reading of Mr. Roland T. Brown, Assistant Superintendent and Co-ordinator of Federal Aid Projects for the Town of Bourne Schools. This program would not have been possible without the financial and administrative support which was provided by the Superintendent of Schools, Mr. Clayton E. Campbell and the Bourne School Committee.

The main purpose of the Bourne Reading Program has continually been to provide better reading services to pupils through teachers, and the kinds of programs designed to implement these aims include the following: a basic reading program; a developmental reading program; an advanced reading program; a consultant program; a teacher's in-service workshop; a professional enrichment and laboratory-type training program for Reading Department teachers; and a resource center for distributing reading materials to classroom teachers. Each of these parts work together to make a totally co-ordinated reading program from kindergarten through grade twelve.

POLICY STATEMENT ON THE BOURNE SCHOOLS READING PROGRAM

The reading program in the schools in the Town of Bourne should provide the experience necessary to enable each pupil to achieve his reading potential, to develop his ability to appreciate and evaluate effectively the various forms of written material with which he will come in contact throughout his life.

In order to achieve a uniform approach to the problems of testing, grouping, instructional materials and methods and reporting, the following policies are set forth for all the faculty members.

I. PRELIMINARY TESTING AND GROUPING

A. Informal Analysis

This series of tests, supplied by the Reading Department, will be administered in September and at any time during the year as necessary for those children who have not mastered the skills measured by these tests. This inventory will help to identify early, the pupils who do not know the names and sound of letters, which, research has shown, in the National First-Grade Studies U. S. O. E., to be most important factors in learning to read successfully. These tests also help to point out at an early school age those "high-risk" students who may have learning disabilities in the areas of auditory and visual perception (auditory and visual discrimination and auditory and visual memory) and the association of sound with the visual symbol. Abilities in these areas are fundamental in learning to read. THEREFORE WEAKNESSES MUST BE ELIMINATED BY SPECIFIC TRAINING IN EACH SKILL TO THE POINT OF MASTERY.

B. End-of-Book Test for New Pupils

Pupils entering the system for the first time, in September or during the fall of the year, will be given either the appropriate form and level of the Scott, Foresman, Reading Inventory Survey or the following subtests of the Scott, Foresman test of the preceding grade as a guide to group placement: (a) Phonetic Analysis; (b) Structural Analysis; (c) Sentence Meaning; (d) Paragraph Meaning. (For Grade One, Before We Read; for Grade Two, Level 1/1; for Grade Three, Level 2/1. In grades four, five, and six the Scott, Foresman Reading Inventory Survey short forms A or B, will be given as a guide for student placement.)

C. Class Summary Sheets

During the first full week of school each teacher in grades one, two, three and four will copy the results of the last test recorded on the yellow Reading Progress Cards onto Class Summary Sheets appropriate to the levels of the tests, or the teachers in all grades, one through six, will administer the Scott, Foresman Reading Inventory short form A or B to their classes and oopy the results onto class summary sheets. When pupils new to the system have been tested, the teacher will add these results to complete her records. These Class Summary Sheets will indicate the highest book levels completed in the previous grade or achieved in the most recent testing and serve as a guide to preliminary subgrouping.

II. MATERIALS

A. The Basal Series

The Scott, Foresman Basal Reading Series, presently used in the Bourne School System, will determine the order and method of teaching readiness, word attack and study skills. Other materials may, and should be used to reinforce learning in these areas, but such supplementary materials should conform to the methods and the sequential skills development prescribed by the Basal Series.

B. Scott, Foresman Provides for Individual Differences

In addition to the standard edition, Scott, Foresman provides reading texts for the superior student and for the less-able reader. These text books (Wide Horizons and Open Highways) are already on the approved list of curriculum materials for grades four, five and six, and will be introduced in all classes requiring them in grades one, two and three. Every attempt should be made to place the student at his "Instructional Level" according to his classroom performance in oral reading and by ascertaining from the cumulative records his level of past performance and areas of weakness. Satisfactory performance on the End-of-Book Test shall be the criterion for completion of a particular level. An unsatisfactory performance would require further evaluation and approval before advancing to the next book level. For some pupils, reading the entire book may not be necessary. For others, reading the entire book will not be enough. Scott, Foresman basic materials include the Basic Alternate Open Highways series (for low groups); the Basic Series, sixties editions, for average and above average groups; and the Basic Extended, Wide Horizons series (for above average groups). These three series will be utilized to provide differentiated instruction for students at varying levels of ability.

C. Co-Basal and Supplementary Readers

1. Children who have not successfully completed a basal text will be placed in a supplementary reader at the same reading level. A pupil must successfully complete a basal reader or

supplementary reader before moving on to the next succeeding basic text in the reading program. A failure to successfully complete a basic text would be defined by a score of the 25th percentile or less in three or more of the subtest scores on the end-of-the-book test.

2. Any students who score at or below the 25th percentile on any of the subtests of the end-of-the-book test will be given additional instruction with supplementary materials in the area or areas of weakness.

3. Instructions in Items C 1 and C 2 above will in no way preclude the provision of additional instruction for those students who are scoring above the 25th percentile, but still are scoring below their expectancy level on a subtest of the end-of-the-book test. These students will be provided with additional instruction in areas of specific skill needs to overcome these deficiencies.

D. Supplementary Skills Materials

1. The Reading Curriculum Guide provides specific skills training in phonetic and structural analysis, in oral and silent reading with comprehension and study skills, to reinforce and supplement that taught in the Basal Series.

2. A list of supplementary skills materials by grade level is provided by the Reading Department.

E. Independent Activities

1. Workbook pages and seatwork papers should usually be done by students independently. The purpose of these materials is to develop certain skills which will be tested, and the test must be done independently.

2. Correction of such practice material with the pupil, either individually or in a group, the same day if possible, will prove effective for learning and will save the teacher the drudgery of correcting papers after school.

3. Workbook pages at the pupil's instructional level are not to be assigned for homework. These workbook pages should be done during class time, and preferably corrected orally with the pupils.

4. Teachers will find it helpful to develop worksheets that are of the same format but of different content than the test items in the End-of-Book Tests or Inventory tests. Children

should be given extra practice in the particular skill areas revealed as weaknesses by the End-of-the-Book Test or the Reading Inventory Tests.

5. Some instructional materials are designed to be used by pairs of students or small groups. The pupils involved gain greater understanding by the exchange of ideas.

6. Multi-level, self-correcting materials are available either commercially in kits (SRA, etc.) or teacher-made by mounting on oak tag or using acetate sheets, and these materials should be used for individualized instruction. The teacher when not teaching a lesson to the whole class is to walk around the room during the independent class activity and offer help and advice to each student as he is working on his individual lesson. THIS IS A MOST IMPORTANT ASPECT OF THE DEVELOPMENTAL, INDIVIDUALIZED READING PROGRAM. Individual and small group conferences and instruction about specific skill needs make the program much more meaningful than "just a lot of busy work." The teacher must emphasize to the students the benefit of checking their own incorrect responses to determine why their answers were wrong so that the students can learn from their mistakes.

III. GROUPING WITHIN THE CLASS

A. Co-ordinated Grouping

Co-ordinated grouping will, to a degree, restrict the range of ability within the individual reading class. However it should be understood that there will be at least two and probably three instructional levels within each class.

B. Whole Class Instruction

For most economical use of time, the teacher will need to use the whole class approach when initially teaching certain skills such as phonetic and structural analysis, or the self-directing procedures to be followed in the use of multi-level self-correcting materials. Training the whole class in these procedures during the first few weeks of school before using the Basal Readers will prepare students to work independently in groups later when the teacher will have determined their reading level and have assigned them to their appropriate basal text.

C. Subgrouping

1. The teacher will use Class Summary Sheets, prepared as directed above, to group within the class according to past achievement in reading. Pupils who did not complete a particular

level in the preceding grade may not be placed in the next higher book unless they demonstrate success on the skills of the lower level, as measured by the test, with further evaluation and approval.

2. Circling on the Class Summary Sheets those subtest scores that fall at or below the 25th percentile will point up individual and class weaknesses. Circles falling in a vertical row indicate an area of weakness for the whole group. Individual areas of weakness will be evident from the circles that appear horizontally.

D. Small Group Instruction

1. Since some children will need more practice than others for mastery of a skill, some groups will need additional oral and written work, while those who have mastered the skill can use the time for other reading oriented activities.

2. Silent and oral reading materials must be within the child's "Instructional Level", challenging but not frustrating. To meet this requirement, grouping according to level of achievement will be necessary. Reading materials of the appropriate level must be provided for each group within the class.

E. Individual Instruction

Occasionally a single pupil will need the undivided attention of the teacher. Refer to Section II, E. 6. "Independent Activities".

IV. POST-TESTING

A. Instructions for the Teacher

Specific mimeographed instructions for End-of-Book testing and for recording test scores are provided by the Reading Department.

B. Criteria of Satisfactory Performance

Total score above the 25th percentile shall be sufficient evidence of ability to proceed to the next higher level, but not an indication of satisfactory achievement, which should be above the 50th percentile in the Bourne School System.

C. Scheduling Post-testing

Testing should be done when the student is ready, not by the calendar. If the teacher has conclusive evidence from classroom performance that a pupil will be unable to pass the end-of-book test, then administering it at that time would be a waste of the test form and a frustration to both student and teacher. Until he is able to perform on the test with some degree of success he should be reading in a book at his instructional level and working on skills that he has not mastered.

V. REMEDIAL READING

A. Eligibility

All pupils in grades kindergarten to twelve, are eligible for remedial reading help, depending upon their needs and past experiences of failure in school. Each child should be considered capable of benefiting from some kind of specific instruction and should be referred for further evaluation whenever he is not performing successfully at his expected level.

B. Identification of Remedial Candidates

1. The teacher should refer any pupil whose instructional level is in a book at least two or more book levels below his assigned grade level. (example: third grade student in September reading in 2^1, 1^2, 1^1 or in an Open Highways adjusted reader.) These pupils would possibly be the lowest achievers of two or more reading groups in a class or they would be in a class using an adjusted basic reader such as the Open Highways series. Of those pupils found in the lowest reading group, highest priority of selection for remedial instruction should be given those students who are weak in basic reading readiness skills and word attack skills.

2. The classroom teacher should refer for evaluation by the Reading Department those pupils who score at or below the 25th percentile on the end-of-the-book test for the reader at or below their assigned grade level.

3. Forms for referral by classroom teachers for pupils referred to in Item B 1 will be provided by the Reading Department.

4. The Reading Department will, using the approved preference list, prepare a list of remedial candidates in rank order according to greatest need. The remedial candidates with the severest reading problems will be given help in the following order: (1) M. S. R. C. and (2) the Bourne Remedial Reading Program. The remainder of the list of remedial candidates will be placed in the classroom program best designed to meet the needs of the child.

   Recommendation for tentative placement of these children will be provided by the reading teachers involved and the remedial reading teacher assigned to the building.

After consultation between Reading Co-ordinator and the building principal to evaluate these recommendations, the best classroom program designed to meet the needs of the children involved will be selected.

VI. TIME ALLOTMENT

A. Areas of Instruction

At all levels, the reading period should allow time for instruction in Auditory and Visual Discrimination, and oral practice in phonetic and structural analysis of words in addition to oral and silent reading.

B. Recommended Time Allotment (Recommended Time Allotment in Reading for Each Class)

Grade One	120 minutes
Grade Two	120 minutes
Grade Three	90 minutes
Grades Four Through Six	60 minutes

The time allotments recommended above represent minimum allotments and as such will be applicable only to the average and above average readers, and pertain specifically to reading instruction. Students with low average ability and low achievement in reading will require substantially more time for reading instruction and this will be provided for in the daily schedule.

The above recommended time allotment need not be continuous but may be divided into morning and afternoon sessions.

POLICY STATEMENT ON READING DEPARTMENT TEST PROGRAM IN THE ELEMENTARY SCHOOLS

I. Informal Reading Analysis

A. Time of Testing

The informal analysis is given (1) in September to all students, (2) throughout the year to new students, and (3) periodically during the year to check those pupils who have not mastered these skills.

B. Materials

1. Testing materials are prepared by the reading department and distributed before school opens in September to each building.
2. Specific directions in the administration of the test, and evaluation, and follow-up use of the test results are explained to the teachers by the reading department at grade level meetings during the first three weeks of September.
3. Demonstrations in giving one or more of the tests are provided each new teacher in her classroom by a team of reading department teachers.

C. Content of Tests

The reading inventory was designed to measure a few of the most basic skills found by research to be prerequisites in learning to read successfully. These reading skills are (1) a knowledge of letter names and sounds, (2) an ability to use the visualization processes of visual discrimination, visual memory, and visual imagery, (3) an awareness of hearing sounds in words and an understanding of the sound-letter relationships, (4) a motor skills of writing and spelling, (5) a level of vocabulary development, and (6) a learning rate in reading. The latter two measures are used primarily by teachers to quickly gauge reading ability and to estimate a reasonable daily vocabulary load a student is expected to learn.

D. Purpose of Tests

1. This reading inventory will help the teacher to determine the basic reading skill needs of all her pupils individually and collectively so that she can provide them with specific reading instruction.

2. The inventory is a valuable means of helping new teachers to tentatively establish reading groups within a classroom.

E. Reporting Test Results

A class summary sheet is provided the teacher to report the results of her testing to the reading department.

F. Use of Test Results

1. The test results from summary sheets will be used also by reading team leaders, the principals, and the reading co-ordinator for identifying areas of specific reading skill needs by class or grade level within a particular building or within the entire school system.

2. The reading department will further use this information to compile a system-wide report, to prepare materials for classroom instruction, and to design reading workshops to help all teachers become more effective in providing each child with the appropriate skills necessary for his successful performance in reading.

II. Scott, Foresman Basic Reading Tests (End-of-the-Book Tests)

A. Time

The appropriate end-of-the-book test is usually given two times per year to reading groups in a class when the work of each basal reader and workbook has been completed satisfactorily. Testing should be done when the student is ready, and not by the calendar.

B. Material

The supply of end-of-the-book tests is provided by each principal to meet the needs of his building.

C. Purpose

These tests help the teacher: (1) to measure the mastery of interpretive and word perception skills presented sequentially in the Guidebooks, (2) to determine how well each pupil has mastered the major skills stressed at a specific level of reading, (3) to determine either the pupil's readiness for the next higher level of reading, or his need for the reteaching of some or all of the skills at this level, (4) to identify the specific skill needs of the whole group or the whole class, and (5) to point out weak areas in the reading series which need to be corrected with supplemental materials.

D. Reporting Test Results

1. In June the principal and teacher use the final testing results from class summary sheets to help group students for reading in September.

2. The teachers in September make a summary sheet from the yellow reading cards for their new class from test results of previous books read, (obtained from yellow reading cards) and use this information for skills instruction and assigning instructional reading levels.

3. The summary sheets are used by the reading department to compile charts depicting system-wide reading needs of our students. This information is used as explained earlier for improving reading programs in each school.

III. Placement Tests

A. Time

September and whenever necessary for new pupils entering school system.

B. Materials

Tests to be supplied by principals.

C. Purpose

Evaluation of pupil level of achievement for placement and measure of growth.

D. Reporting Results

Teacher lists test results on class summary sheet as previously explained.

E. Use of Test Results

The reading department and the principal can quickly identify needs of new population and plan appropriate corrective measures.

September 22, 1969

September 20, 1968

TO: Teachers and Principals in the Elementary Schools

FROM: Reading Department Office

RE: Directions for End-of-Book Testing

1. Testing is usually done over a period of two or three days. Avoid pupil fatigue. We want the best performance each pupil is capable of giving. If other activities interrupt the sequence of days, there's no harm done, but try to complete the test within a week.

2. WHEN TO TEST

   After completion of the text and workbook and before beginning the next level basal text. If testing cannot be scheduled immediately, use supplementary reading materials at the same or a lower level (for fun and fluency) until you can test.

3. TEST RESULTS

   a. Fill out a separate CLASS SUMMARY SHEET for each group as soon as tested, no matter how few are in the group. Please use the duplicated copies of the CLASS SUMMARY SHEET provided by the Reading Department on which specific directions have been typed. Also, please use pencil so that copies can be made on the copying machine.

   b. Record the test results on the yellow Reading Card of each student tested, circling scores that fall at or below the 25th percentile.

   c. Retain the covers of the test booklets, just in case the Class Summary Sheets get lost.

   d. In assigning percentile and Rank, if a score falls between two given percentiles, give the child the benefit of the higher percentile and rank.

4. USING THE TEST RESULTS

   a. Pupils who score above the 25th percentile are ready to begin the next level. However, the teacher should note any subtest scores that fall below the 25th percentile. Special emphasis in both oral and written skill practices should be given in those particular areas, for the individual pupils involved.

   b. Pupils whose total scores fall below the 25th percentile are probably not ready to begin the next level. Select a co-basal reader at the same level for their oral reading.

   Note the areas of weakness indicated by the subtest scores and plan skill practices, oral and written, to develop ability in these areas.

   When you feel confident that the group has mastered the skills, can achieve average scores on the Scott, Foresman test, it is time to retest. It may happen before they read the entire co-basal reader.

BRP-6

Scott, Foresman
Basic Reading Test

CLASS SUMMARY SHEET

Reading Department
Bourne, Mass.

Readiness

___ We Read Pictures

___ Before We Read

Grade ____________

Group ____________

Date ____________
days/month/year

Teacher____________

School ____________

Directions: Complete a separate Class Summary Sheet, in duplicate, for each group you test.

List pupils by TOTAL SCORE, from high to low.

Circle in red the subtest scores that fall at or below the 25th percentile.

Return to your Team Loader as soon as possible.

	Admission Date New Pupils only	Sentence Meaning	Sensory Images	Emotional Reaction Motives	Relationships	Visual Perception	Auditory Perception		TOTAL	RANK	PERCENTILES	
Maximum Scores		18/14	14/14	18/14	14/15	14/24	22/19					
		12/10	10/10	12/8	12/9	10/20	10/17		77/83			

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POLICY STATEMENT ON
PREPARATION OF THE READING CENTER PREFERENCE LISTS

The following criteria were used in determining students whose names should be included on the Preference Lists:

1. Students who need more help in reading referred by the principal and the classroom teacher to the remedial reading teacher.

2. Names of students, presently in the Reading Center, referred for more help in reading by the remedial reading teacher.

2. Names taken from the Scott, Foresman Class Summary sheets of those students scoring at or below the twenty-fifth percentile on three or more subtests and/or rating "low" on the total test.

4. Students scoring low on a standardized reading achievement test (Grades One and Two -- the Stanford Achievement Test and Grades Three through Six the Iowa Test of Basic Skills.) The subtests in Reading, Vocabulary, Word Study, and Spelling were used wiih attention given to Math subtests in which the difference between scores on Computation and Problem-Solving may indicate latent ability hidden by poor verbal skills.

5. The best individual I. Q. score on the pupil's green office record card will be used to determine an expectancy level from the expectancy converston table using age over grade placement to give the pupil the benefit of the highest I. Q. score. A group I. Q. test will be used if no other score is available, but for each child with questionable I. Q. score an individual intelligence test will be requested.

6. A Durrell Oral Reading Test and an informal oral reading check with the Scott, Foresman basal texts will be administered by the Reading Department teacher to each of the youngsters on the preference list in rank order to make final selection for setting up the Reading Center classes.

September 22, 1969

BRP-7

Reading Department
Bourne, Massachusetts

READING REFERRAL FORM

Teachers, please list pupils whom you feel need help in reading, in rank order, beginning with those having the greatest need. If you have no pupils to refer, please initial and return this form so that no group will be overlooked in our preparation of a Preference List.

Teacher ____________ Grade ______ Subject ____________ School ____________ Date ____________

Pupil Names	Present Text	Page							

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Bourne Reading Department
Bourne, Massachusetts

PROCEDURES FOR IMPLEMENTING THE READING POLICY FOR "IMPROVING SERVICES TO PUPILS THROUGH TEACHERS"

This policy defines the procedures by which the Reading Department offers its services which are provided upon request from the principal and faculty.

1. The Reading Co-ordinator and staff, in co-operation with the principal and faculty, identifies the reading needs of each school.
2. The Reading Co-ordinator provides workshops and in-service meetings for the training of Department staff and faculties based on needs observed by the Co-ordinator.
3. The Reading Co-ordinator and staff members make these services known to the principal, Reading Team Leaders, and classroom teachers through conferences and Reading Team Leaders' meetings.
4. These services are provided upon request from the teachers and with the approval of the principal, either directly in the form of services to pupils in Remedial reading and Developmental reading classes, or indirectly through assistance to teachers.
5. The services include conferences, preparation of materials, whole class, small group, or individual instruction, or the conduction of reading workshops.
6. The successful implementation of this policy for "Improving Services to Pupils through Teachers" requires an effective means of communication which will enable the Reading Co-ordinator, the Principal, and their respective staff to be kept informed about all services to be provided in each building.

Reading Department
Bourne, Massachusetts

"What are the essential characteristics to be included in the planning of a successful reading program that will meet the needs of all children?"

Increasing attention should be focused on preventing remedial problems in the classroom rather than placing emphasis on providing treatment after the reading problem has arisen.

In considering preventive measures our program planning should include evidence of the following: 1) Evidence of an instructional reading program for all children, to include development of readiness to learn and readiness to read skill, development of reading and study skills in the content areas, development of silent and oral reading skills, development of verbal facility, and development of reading interests; 2) Evidence of instructional provisions for children of varying abilities and interests through a program of individualized reading; 3) Evidence of special services for the academically talented reader, for the slow learning child, and for all children through library services; 4) Arrangements for evaluating pupil progress and communicating with parents; 5) Evidence of guidance offered to beginning and experienced teachers through workshops, practicums, demonstrtions, and graduate extension courses, classroom observations and follow-up conferences; 6) Action research projects and pilot demonstration classes. Each of these phases of planning will contribute to the total success of a coordinated reading program, K-12.

Superintendent's Office
Bourne Public Schools

October 28, 1970

POLICY FOR REMEDIAL READING CLASSES

Number of classes	9 class periods per day (this may be reduced by one class period where there is a necessity for traveling between buildings)
Length of class periods	30 minutes
Number of students	3 students per class (this is a flexible figure that may be altered by the needs of the situation) In a normal situation, the remedial reading teacher should have an average case load of 27 pupils per day.

It is intended that flexibility surround the above guidelines. Deviations from these guidelines are entirely permissable where the reading director and the building principal are in mutual accord. Substantive deviations from these guidelines are to be reported in writing to this office by the reading director. Where disagreement exists concerning deviations from these guidelines, the party seeking the deviation will contact this office for resolution of the disagreement.

BRP # 9

Superintendent's Office
Bourne, Massachusetts

March 5, 1974

Revised Addendum to the Bourne Reading Policy

The SRA Reading Program will be the program used in the classroom for those students who are not performing successfully in the Scott, Foresman Reading Program and for any student who needs instruction with more emphasis on the decoding or word attack skills. It may also be used in any classroom of average, above average or below average readers by teachers who request to teach this program on a voluntary basis.

Whenever a teacher is in doubt about the reading performance of a student she should request an evaluation by the Reading Resource teacher as soon as possible, so that if an adjustment to accelerate or decrease the level of instruction is needed, it may be implemented promptly. All recommended changes in any student's program which is different from that prescribed in the Policy will be discussed with the Principal and the Reading Coordinator before any change is made.

I. Criteria for determining which students will be placed or continued in an SRA Decoding Reading Program will be as follows:

   A. Kindergarten Referrals - Those students who are still at a pre-readiness level of development or doing poorly at the readiness level as measured in Kindergarten by teacher evaluation, and by standardized readiness tests or by the Delco Readiness Test will be placed in an adjusted readiness program in Grade I, leading to the use of the SRA method.

   B. Referrals for Grades I through VI

      1. All students who have started the SRA method and are performing successfully will stay in SRA through Level G. Any student in the fifth grade or above who has not completed through Level E will be referred to the Reading Department for the planning and determination of an effective reading program.

      2. Fall Testing - A student will be placed at the appropriate level of the SRA Program by the classroom teacher and the Reading Resource Specialist, if he performs poorly on the Informal Analysis and/or on standardized reading achievement tests, and it can be shown that these test results accurately identify the student's special reading needs in the area of decoding and/or comprehension skills which the student has not been able to master successfully in his present program.

      3. Classroom Performance - The student whose classroom performance in a Scott, Foresman Program is rated poor according to the observations of the classroom teacher, or the student who needs decoding skills, will be transferred to the SRA program for instruction in decoding.

      4. End-of-Book Testing - AFTER CORRECTIVE INSTRUCTION has been provided in the classroom and a student is still unsuccessful in the Scott, Foresman Program,

         a.) according to the teacher's recommendations, or
         b.) according to the low Total test scores which rate the performance at or below the 25th percentile, or

c.) according to low performance on three or more subtests,

then this student will have his program changed to either the SRA Basic Series (A-F) for decoding skills, or the SRA Comprehensive Series (G-L) for comprehension skills.

5. Students who are new to the system and students, who are placed on the Spring Preference List, for whom there is a question about placement in the program or a question of a need for special help in reading, will be evaluated by the classroom teacher, and/or Reading Resource teacher using the following procedures.

   a. Check all previous records, special reports, Summer School records, June End-of-Book test results, etc.
   b. Evaluate pupil performance on Informal Analysis and Inventory Survey Testing.
   c. Administer the SRA Decoding Placement Wordlists.
   d. Administer the SRA Oral Reading Sentences from the Cumulative A-F test booklet.
   e. Administer a check of sight vocabulary (Dolch 220 Word List or San Diego Graded Word List.)
   f. The classroom teacher and the Reading Specialist will hold a conference to evaluate the results and plan an appropriate program for the students, which is in keeping with the requirements of the Reading Policy.

II. Criteria for Student Placement and Evaluation of Performance

The following criteria will be used by the classroom teacher and/or the Reading Resource Specialist to determine a student's level of satisfactory performance for placement in the SRA Decoding Reading Program or in the Comprehension Reading Program. The same steps will be used for determining readiness for progression to the next higher level in either program:

A. Readiness Program - Before beginning in Level A - students must be taught the following Reading Readiness skills necessary for successful performance in the reading program.

   1. A student must be able to name letters, both capitals and small.

   2. A student must be able to hear initial consonant sounds and be able to tell with what letter words begin.

   3. A student must be able to copy letters correctly, and taught to use the correct direction and order of the strokes.

   4. A student must be able to write as dictated, the following letters which occur in the first two SRA patterns: (c, a, n, m, f, r, t, p, v, s, d, h, b).

B. Decoding Program

   1. Decoding Placement test (Wordlist) Levels A to F. - A student must be able to read successfully sample words which represent the skills

taught at each unit before proceeding to the next higher level.

2. Oral Reading Sentences

   a. SRA Program - "A selection is considered too difficult if the child has difficulty with more than one word in twenty, or if he reads in a slow labored manner." (Durrell, Improving Reading Instruction, pp. 99). If the pupil's errors are made on the same sound, these errors are to be noted by the teacher but counted as one type of error in 20 running words.

   b. Scott, Foresman - The criteria for determining successful oral reading performance of students using the SRA program, would also apply to the oral reading performance of students in the Scott, Foresman program, but using appropriate graded paragraphs with comprehension checks from the Scott, Foresman reader.

   c. IT IS NOT NECESSARY TO USE THE INFORMAL READING INVENTORY FOR ALL PUPILS IN A CLASSROOM; IT IS TO BE USED FOR TRANSFER STUDENTS OR FOR INDIVIDUALS ABOUT WHOM YOU NEED MORE INFORMATION TO HELP IN DETERMINING CORRECT PLACEMENT AND/OR TO VERIFY READINESS TO PROCEED TO THE NEXT HIGHER LEVEL. For initial placement of groups of students use the results of appropriate tests to determine decoding and comprehension skill needs, and use any other information about a student's reading performance that may be available on the yellow Reading Card.

3. Hearing words selected from the preceding level spelled by the teacher, the students should be able to pronounce the word. Example: a student ready to begin reading Level C should be able to do this task with words from the beginning sections of Level B.

4. Hearing words dictated from the preceding level the student should be able to write the words.

5. Evaluation of Performance in Oral Reading

   These above performance checks when given, will be administered by the classroom teacher who will then discuss the results with the Reading Specialist. If requested by the teacher, the Reading Specialist would administer these informal reading inventories and discuss the results with the classroom teacher. If a student's performance is satisfactory as defined in the Policy Manual he will progress to the next higher level. When performance is less than satisfactory, special adjustments in the program will be planned jointly by the classroom teacher and Reading Resource Specialist.

   These recommendations for special adjustments in a student's program will require approval by the Principal and the Reading Coordinator before any of these changes are implemented.

a. If it is found that the student has progressed through the program too rapidly without mastery of the earlier patterns he will be retaught the skills he is lacking, using the cycle of the SRA method and the sequence of skills with the utilization of appropriate supplementary linguistic materials for oral reading instruction.

b. When there has been adjustment made in the classroom program, and a variety and quantity of practice provided with special individual help by the Reading Specialist, and if the student still has failed to master the decoding skills, then the classroom teacher and the Reading Specialist will confer and submit to the Principal and Reading Coordinator their joint recommendation for placing the student in another type of decoding program.

c. If it has been found that the student has not progressed in his present program, having previously experienced failure in other programs, that student shall be evaluated for possible learning disability. A special program should be designed for these "four star" or special needs students by a team made up of the Principal, Reading Coordinator, a classroom teacher, Reading Resource Specialist, a representative of the Department of Pupil Personnel Services, and any other persons with some meaningful input to offer. In the meantime, it is recommended, we begin initiating plans for the use of the DISTAR Programs with those students not making sufficient progress and classified as "four star", or other pupils who may need this type of highly structured program.

C. Comprehension Program

1. Evaluation of Performance in Silent Reading - After administering a Scott, Foresman end-of-book test according to procedures defined in the Reading Policy or the SRA end-of-level test (80% or better accuracy on both word recognition and comprehension) the classroom teacher will hold a conference with the Reading Team Leader, and the Reading Specialist to review the results of the silent reading test and the rating of oral reading performance to determine whether or not the student's achievement meets the criteria for moving ahead to the next level as defined by this Policy addendum and the Elementary Reading Policy.

2. Any student with good decoding skills who performs poorly in comprehension on several subtests of an end-of-book reading test will receive specific instruction in those comprehension skills in need of improvement in the classroom using material at his instructional level. The reteaching of these specific comprehension skills will be followed by retesting, and only when the results of the test are satisfactory as defined in the Reading Policy will the student be allowed to go on to the next higher level.

3. If the skills instruction does not achieve the desired results and after teaching the student still performs poorly in the important comprehension

skill areas, a special program for developing these important concepts in comprehension skills will be prescribed for the student by the cooperative planning of the classroom teacher and the Reading Resource Specialist. These recommendations for a special program will be submitted by these teachers to the Principal and Reading Coordinator for approval prior to implementation.

III. Sight Word Practice

Regularly scheduled and systematic practice with the Dolch 220 Sight Word List and the Dolch 95 Basic Nouns will be incorporated in the reading program of every class, both Scott, Foresman and SRA. In the SRA Program the sight words will be grouped and taught according to the sequence of the SRA patterns.

IV. Role of the Reading Resource Specialist

A. The Reading Resource Specialist during the time reading is regularly scheduled is to help improve reading services to pupils through classroom teachers, by helping teachers to identify, diagnose, prescribe, prevent and if necessary, remediate the specific skill needs of each pupil, if feasible. The Reading Resource Specialist will also assist the classroom teacher in the preparation of extra materials for special drill in any of the skill areas in need of development.

B. Tutorial - When regular reading classes are not in session tutoring will be provided for pupils with the most severe reading problems. Tutorial and classroom programs will be closely correlated so the student will be using the same decoding program, such as SRA in both situations. This will enable the tutorial instruction to reinforce the skills being taught in the classroom.

V. Transfer Forms

For each student leaving our schools during the year the teacher will complete a transfer form including the skills checklist on the back, for either the Scott, Foresman or the SRA program. This form will be given to the student to take to his new school.

VI. Reading Test Records (Yellow Reading Cards)

These important records will be kept up-to-date by the student's reading teacher(s) who will be responsible for completing all information requested on this card pertaining to the reading performance of the student. The Principal and the Reading Coordinator will be responsible for checking these cards for accuracy and completeness before sending these records onto the next teacher.

Reading Department
Bourne, Massachusetts

SUGGESTED LESSON PLANS IN READING
For the FIRST THREE WEEKS of SCHOOL

GRADE ONE

Wednesday

1. Make this first day of school a pleasant one. Plan assignments that you are reasonably certain your class will be able to do successfully.

2. Give pupils an opportunity to show off any skills they may have, counting, reciting the alphabet, naming colors, writing their own names, etc. Keep notes of which children can do which things.

3. Take time this first day to explain and put into practice the rules you expect your class to follow:

    a. Entering and leaving the room.
    b. Passing out and collecting papers.
    c. When and how they may move within the room.
    d. What books or materials they may use when their assignments are completed.
    e. What area, if any is "off limits" for children.

4. Make plans to develop independence in your stduents. Their ability to help themselves will free you to observe their learning habits more effectively and to help individuals as needed.

    a. Arrange work areas to provide adequate space.
    b. Place materials where pupils can get them and return them without traffic congestion.
    c. Appoint students to keep books and materials in order.

5. Be generous with your praise. If you reward good behavior and performance, children will behave better and work harder to win your approval.

6. Take the class on an orientation trip to the cafeteria. Show them how to line up, where to go for trays, lunch, etc. and which table to use.

7. Plan a whole class lesson on auditory discrimination of the initial consonant f.

    a. Use lesson plans from "Building Word Power" or from the Teacher's Manual for "Speech to Print".
    b. Provide a worksheet of pictures of objects, most of which begin with the letter f.
    c. Observe and record the names of any pupils who have difficulty with this exercise and worksheet.
    d. Ask the children to look in old magazines and catalogs at home, and to cut out pictures of things that begin with f.

8. Read a story to the class. During and after the story ask questions about motives, emotional reactions, etc.

Thursday

1. Place a large chart on the bulletin board. When the children bring in pictures of things beginning with f they should be pasted on the chart.

2. Introduce pictures of story characters Dick and Jane. Present word cards "Dick" and "Jane" and label the pictures. Use several flash cards of these two words and give each pupil a turn to match and "read" the cards. Plan to do this in several short sessions, rather than taking the whole class at one time.

3. Provide a worksheet with a large picture of Dick. Label it with his name in large letters to be traced with crayon.

4. Provide a worksheet in visual discrimination in which the work "Dick" appears in every bos, along with two other words. Pupils are to circle the word "Dick" in every box.

5. As the opportunity presents, give incidental practices in auditory discrimination of initial f.

   For example:

   a. When lining up for lunch, say, "All the girls whose names begin with f, like FATHER, may come in line first".
   b. "Now we're going to do something to our papers that begins with f. What am I doing that begins with f? Yes, folding."

6. Read a story and let students draw a picture to illustrate some part of the story.

Friday

1. Add to the chart any pictures beginning with f which the children brought in today.

2. Display a provocative picture to stimulate oral language. Ask who, why, where questions.

3. Briefly review the picture labels "Dick" and "Jane".

4. Provide a visual discrimination paper similar to the one used Thursday, but pupils circle the word "Jane".

5. Remove labels from the pictures of Dick and Jane. Distribute flash cards, one to a pupil in the reading circle. Have each child match his card to a picture and give the name. Record the names of any children who are not successful.

6. Read a story to the class. Ask questions about motives, emotional reactions, etc.

SECOND WEEK

Monday through Friday

1. Begin teaching color words, at first in isolation. Then teach the word "DRAW". Cards with printed directions such as: DRAW 3 red △'s. DRAW 2 blue □'s. (may be made self-correcting).

2. Begin careful observation of the way each child forms the letters of his name. Does he begin straight lines at the top? (Be sure _you_ know and use the correct order and direction of the strokes especially for _d_ and _b_, and the difference between the manuscript _K_ and _k_. See the Zaner-Blozer manual.) Plan individual help for children who need to correct faulty habits.

3. Begin administration of the Scott, Foresman Initial Reading Survey.

4. Continue exercises of auditory discrimination of initial _f_. Use a different game technique each day to keep interest high. Several short practice periods will prove more effective than one longer period. Begin initial _m_ and start a new chart.

5. Provide a worksheet each day that will give practice in visual discrimination. Incorporate the words you have taught with words of similar configuration.

6. Begin checking the ability of each child to name the letters. (Cards and individual checklists are provided by the Reading Department. The teacher will circle the letters missed.) Try to test at least three pupils each day in order to complete by Friday of next week.

7. Read a story every day.

8. Schedule activities such as "Show and Tell" and interpretation of pictures to stimulate oral language.

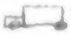
THIRD WEEK

Monday through Friday

1. Continue oral language activities and readiness exercises. Use "Building Word Power".

2. Use lessons from "Speech-to-Print" for frequent short sessions. Bear in mind that attention span at this age will not permit prolonged sessions.

3. Teach the word "COLOR". The cards may now be made more challenging, for example:

DRAW 5 's

COLOR 3 red.

COLOR 2 blue.

Train pupils to fold papers twice to form four squares. Rule the cards into four boxes with a set of directions in each box.

THIRD WEEK Continued

4. Complete testing this week, both Scott, Foresman Survey and Letter Names individual check lists.

5. Select words from the Scott, Foresman Preprimers to introduce, one or two a day. Use these words in chart stories, picture captions, etc. Make no attempt to introduce the book at this time.

6. Elicit "stories" from the children and record them on charts. The child who has told the story may then read his own story.

7. Begin presenting patterned vocabulary starting with short "a" words. List on the board:

   cat
   sat
   fat

   Ask pupils to tell how these words look alike. Pronounce the words and ask how they sound alike.

   Now see if pupils can suggest other words that rhyme with this group. When a word is given can any pupil name the letter he hears at the beginning? Record the names of pupils who can anme initial consonants.

Reading Department
Bourne, Massachusetts

SUGGESTED LESSON PLANS in READING for the FIRST THREE WEEKS of SCHOOL

GRADES TWO and THREE

Wednesday

1. Make this first day of school a pleasant one. Plan assignments you are reasonably certain your class will be able to do successfully.

2. Take time this first day to explain and put into practice the rules you expect your class to follow:

   a. Entering and leaving the room.
   b. Passing out and collecting paper.
   c. When and how they may move within the room.
   d. What books or materials they may use when their assignments are completed.
   e. What area, if any, is "off limits" for children.

3. Make plans to develop independence in your students. Their ability to help themselves will free you to observe their learning habits more effectively and to help individuals as needed.

   a. Arrange work areas to provide adequate space.
   b. Place materials where pupils can get them and return them without traffic congestion.
   c. Appoint students to keep books and materials in order.
   d. Select one set of materials which is self-correcting and plan for a whole class introduction on Thursday. Plan and prepare a check list so that pupils will be able to record the exercise completed and the score obtained.

4. Be generous with your praise. If you reward good behavior and performance, children will behave and work harder to win your approval.

5. Plan a listening activity. Dictate from "Consonant Sounds for Training in Auditory Memory". Pupils indicate by raising one, two, or three fingers (under chin) whether the particular sound is heard at the beginning, middle or end of the word dictated.

6. Give the test for HEARING SOUNDS IN WORDS provided by the Reading Department.

7. Read a short story to the class. Tell them in advance that they will be asked to provide a title for the story. Also follow the reading with thought provoking questions such as: Which character did you like best, and why? What would you have done if you had been in_________'s place? What would have happened if __________had not__________?

Thursday

1. Check student's ability to write letters dictated. For easy correcting, dictate the letters of the following sentence: The quick red fox jumps over the lazy brown dog. Notice which pupils discover that the letters form words.

2. Introduce the self-correcting material you have selected. Do the first exercise with the whole class to teach the mechanics of locating the material, following

Thursday Continued

the directions, finding the answer key, scoring the exercise, and recording the item completed and the score obtained.

3. Encourage free reading of library books at a reading level low enough to present little or no difficulty.

4. If time permits, read a story to the class.

Friday

1. Administer the test of VISUAL MEMORY. The test sheets, flash cards and directions are provided by the Reading Department.

2. Begin board work. Letter sentences on the board in which pupils choose the word to fill the blank.
   Example: See __________ I have here. (want, what). Pupils write the sentences correctly on ruled paper. Insist on paper formation of the letters.

3. Assign one group to work with the self-correcting materials introduced Thursday while the other group completed the board-work, and then alternate. The teacher will be available to answer questions and give individual help.

SECOND WEEK - Monday through Friday

1. For those pupils who did not succeed in writing letters as dictated on Thrusday, administer an individual test of ability to name letters. Cards and checksheets are available from the Reading Department. Plan to complete the necessary individual testing by the end of the third week of school.

2. Continue boardwork exercises. Expect carefully formed letters with adequate spacing between words.

3. Begin careful observation of the way each child forms letters. In Grade 2 (manuscript) does he begin straight lines at the top? Do you know and use the correct order and direction of strokes especially for b and d, and do you make the distinction between capital and small K? (See Zaner-Blozer Manual). In Grade 3 (cursive) has the pupil developed any faulty habits in forming and joining letters? Keep a record of pupils who need individual help.

4. Pupils who miss more than 2 or 3 items on either of the tests of HEARING SOUNDS in WORDS or VISUAL MEMORY will be given the Scott, Foresman Initial Reading Survey Test. Other members of the class will be given the Scott. Foresman Reading Inventory Survey for Primary Grades. Testing should be completed by the end of the third week of school.

5. Obtain 12 or 15 copies of a supplementary text at least one level below grade placement. (Book 1^2 or 2^1 for Grade 3, etc.) Assign a story to be read by groups of three or four pupils. Each group will prepare three or more questions on the story. On the day following, groups may exchange questions and write the answers.

6. While groups are reading and doing boardwork, you will work with one small group (8 to 10 pupils) at a time. Plan an exercise in which you pronounce one-syllable words having short vowel sounds and students name the vowel. Note which pupils have difficulty. Provide a worksheet of words ending in -an, -ad, -ag and -ap, arranged in random order. Pupils will list vertically the words that pattern.

THIRD WEEK

1. Continue similar activities.

2. Plan to complete testing by the end of this week.

3. Introduce a second self-directing, self-correcting material. Teach the procedure to the whole class one day early in the week so that everyone will have an opportunity to try it on his own before the end of the week.

4. Give short dictation exercises periodically to give practice in associating sounds with the particular word element you are working on, consonants, blends, vowels, diphthongs and digraphs. Usually let pupils correct their own work immediately. Occasionally collect and correct the appers for your records.

5. Read stories to the class, or choose students to read aloud a story they have practiced silently. Encourage discussion of emotional reactions, motives, relationships, etc.

Reading Department
Bourne, Massachusetts

SUGGESTED LESSON PLANS in READING
for the FIRST THREE WEEKS of SCHOOL

GRADES FOUR, FIVE and SIX

Wednesday

1. Make this first day of school a pleasant one. Plan assignments you are reasonably certain your class will be able to do successfully.

2. Take time this first day to explain and put into practice the rules you expect your class to follow:

    a. Entering and leaving the room.
    b. Passing out and collecting paper.
    c. When and how they may move within the room.
    d. What books or materials they may use when their assignments are completed.
    e. What area, if any, is "off limits" for children.

3. Make plans to develop independence in your students. Their ability to help themselves will free you to observe their learning habits more effectively and to help individuals as needed.

    a. Arrange work areas to provide adequate space.
    b. Place materials where pupils can get them and return them without traffic congestion.
    c. Appoint students to keep books and materials in order.
    d. Select one set of materials which is self-correcting and plan for a whole class introduction on Thursday. Plan and prepare a check list so that pupils will be able to record the exercise completed and the score obtained.

4. Be generous with your praise. If you reward good behavior and performance, children will behave and work harder to win your approval.

5. Plan a listening activity. Dictate from "Consonant Sounds for Training in Auditory Memory". Pupils listen for a particular consonant sound in the word dictated. If at the beginning, they write 1; if in the middle, 2; if at the end, 3. Correct as a group and let each student correct his own paper.

6. Read a short story to the class. Tell them in advance that they will be asked to provide a title for the story. Also follow the reading with thought provoking questions such as: Which character did you like best, and why? What would have happened if________hadn't_________? What would you have done if you had been in _________'s place?

Thursday

1. Check student's ability to write letters dictated. For easy correcting, dictate the letters of the following sentence: The quick red fox jumps over the lazy brown dog. Notice which pupils discover that the letters form words.

Thursday Continued

2. Introduce the self-correcting material you have selected. Do the first exercise with the whole class to teach the mechanics of locating the material, following the directions, finding the answer key, scoring the exercise, and recording the item completed and the score obtained.

3. Encourage free reading of library books at a reading level low enough to present little or no difficulty.

4. If time permits, read a story to the class.

Friday

1. Dictate the following list of nonsense syllables to determine the ability of pupils to associate sounds with appropriate letter symbols.

1 hin
2 ved
3 sup
4 pox
5 yam
6 slib
7 clut
8 jask
9 fleg
10 drom

2. If any students were unable to write letters of the alphabet as dictated on Thursday, an individual test of naming letters should be given. The Reading Department will provide cards and pupil checklists. The individual testing should be completed by the end of the second week of school.

3. The Scott, Foresman Reading Inventory Survey should be administered to most students during the first two weeks of school. Grade 4 should use the form for Primary Grades (2,3 and 4). Grades 5 and 6) should use the form for Intermediate Grades (4,5, and 6). Excluded from this testing would be those pupils who made more than two errors on either of the informal checks. Writing letters dictated, and writing nonsense syllables. These pupils should be referred to the Reading Specialist for appropriate testing.

SECOND WEEK

1. Begin careful observation of the way each child forms letters. Keep a record of pupils who may have developed faulty habits in forming and joining letters and provide individual help.

2. Continue the use of the self-directing materials introduced on Thursday.

3. Give short dictation exercises periodically to give practice in associating sounds with the particular word element you are working on, consonants, blends, vowels, diphthongs or digraphs. Usually have pupils correct their own work immediately. Occassionally collect and correct the papers for your records.

THIRD WEEK

1. Introduce a second set of self-directing self-correcting materials. Work with the whole class during this introduction.

2. Obtain 12 to 15 copies of a low level text of storybook variety (Laidlaw, Harper and Row Wonder Stories) use these for oral reading, audience type reading, or in small self-help groups. Follow reading with comprehension checks, and an analysis of emotional reactions, motives, relationships, etc.

3. Encourage free reading of library type books and suggest activities in place of written reports.

4. Communicate with individual pupils so they will understand their own reading skill needs, as shown from their test results.

PLANNING THE WEEKLY PROGRAM

Following is a weekly lesson plan for primary grades. The plan shown is only a sample, inasmuch as it is not likely that any general sample could be adapted to any particular situation in all respects. This plan is one that would be used if a basal reader series is the primary approach, but note that activities other than the basal reader are used often.

The "T" indicates the presence of the teacher with the group. Note that the teacher spends some time with each group each day (perhaps when the groups are combined). It is assumed that all groups would meet together at the beginning of the period to receive their assignments and that reminders of the assignments would be on the chalkboard or on charts.

The amount of time for each portion of the reading period is not shown, since reading periods vary considerably across the country. In general, however, the period is divided into two or three approximately equal portions.

Low Group	Middle Group	High Group
	MONDAY	
T- Preparation for new story, new words, concepts, interest	Work-type lesson comprehension of story read Friday	Planning for dramatization of story read last week
Silent reading	T- Check of work sheet Oral rereading to correct problems	Continue above
T- Quick look-in to check for problems		T- Listen to plans, suggestions, and hear a portion of dramatization
Recreational reading when story completed	Continue oral rereading in pairs	
	TUESDAY	
T- Oral rereading of parts of story	Use workbook	Finish planning

T- Combined Groups: Short lesson on vowel sounds
High group presents dramatization
Evaluation by group

WEDNESDAY

Workbook page for story, introduced before class Word-analysis game T- Correct any problems with game and workbook	Group chairman: correction of workbook page T- Solving any workbook difficulties and starting of enrichment activity for lesson Enrichment	T- Group evaluation of dramatization. Presentation of new story Silent reading, proceeding to comprehension worksheet when finished Group chairman--correction of worksheet

THURSDAY

T- Preparation for new story, begin silent reading Silent reading	Preparing report to give to class on enrichment activity T- Quick look-in on reports	Oral rereading of story in pairs T- Information on library books related to story and recreational reading

T- Combined Groups: Report from middle group
Sharing of interesting books if time allows

FRIDAY

Work-type lesson comprehension of story T- Check work-type lesson--Oral rereading	T- Evaluation of report given and presentation of new story Silent reading	Recreational reading T- Preparation for sharing of next week and discussion of recreational reading

T- Combined Groups: Teacher reads a poem. Children Listen for words that rhyme. Words are written on the board in manuscript.

Obviously, with a comparatively lengthy reading period, or two periods as in a staggered schedule, much more might be done, especially in the area of enrichment. If multilevel materials are being used with the basal readers, at least two days per week might be devoted to work in the Reading Laboratories, with time set aside for the Word Games, the Listening Skill Builders, and/or the Power Builders, depending upon the stage of the program reached. It might be possible that the teacher is using a unit approach with the Reading Laboratory for several weeks; in that case, her plan would be taken from the manual for these materials.

Other sample weekly plans may be found in: Harris, Effective Teaching of Reading, pp. 62-63; Russell, Children Learn to Read, pp. 239-41; Tinker and McCullough, Teaching Elementary Reading, pp. 345-7 (includes readiness groups); material from Teachers' guides of the basal readers such as those published by Ginn & Company and Allyn and Bacon, Inc.

Source:

Unit Three; Teaching Reading in the Primary Grades, SRA Reading Institute Extension Service by Lawrence Carrillo, December 1965.

Bourne Public Schools

Reading Department

THE READING CYCLE

The Reading Cycle consists of the steps used in teaching reading. The rapid learners will proceed through the cycle more quickly than the average and slower learners, but all groups should go through each of the steps. Consideration must be given constantly to each child's reading level, progress rate, skill needs, enrichment, and effective use of his classroom reading time.

The following is an outline of the steps involved in the Reading Cycle:

1. Review vocabulary previously taught for the story according to a reasonable vocabulary load. (Learning rate)

2. Establish background for the story.

3. Establish a purpose for reading the story.

4. Silent reading - with questions to check comprehension. Develop interpretive skills such as finding the main idea, sequence, emotional reactions, critical thinking, etc.

5. Oral reading. Develop interpretive skills.

6. Instruction in skill as suggested by guidebook.

7. Workbook and worksheet activities to give practice in applying skills.

8. Present vocabulary for next story according to a reasonable vocabulary load.

9. Enrichment: Independent reading
   Pupil's specialties

10. Provide for individual skill needs. Possible methods:
    a. Skills day for one group - rest of class continues their place in the reading cycle.
    b. Provide time within the reading periods for individuals who need further instruction on specific skills.
    c. Skills day for whole class - regroup whole class according to skill needs.

11. Go on to the next story beginning with step one again.

THE READING LESSON

Different publishers have somewhat different lesson plans for teaching from the reader. If examined closely, however, these plans are basically the same. The following is a lesson plan that can generally be used with a basal reader. In addition, a few things to be avoided are shown where they apply.

Step I. The "Warm-Up"

A. Development of readiness for reading the story

1. Pupils recall and share ideas and past experiences which pertain to the subject of the selection.

2. The teacher builds background with maps, pictures, discussions of experiences, relating this story to previous stories, Pictures in the book should be used and film-strips or records may be helpful. In all these the teacher is developing concepts with which some in the group may be unfamiliar.

B. Building of needed vocabulary

1. The teacher uses the chalkboard, the pocket chart, the word or phrase cards, or framing to give repetition of new words and some review of previous difficult words

2. Words are introduced in phrases or sentences to give meaning. (The glossary or a dictionary may be used in higher grades. Word cards are used to build sentences in pocket chart or on chalkboard.)

3. In primary grades especially, left-to-right movement is stressed by moving the hand under the words and/or by saying them as they are written on the chalkboard.

4. The teacher builds up the understanding or recognition of any new words which give difficulty during the original presentation. (Chart stories or cards may be used here.)

Avoid:

--listing words in a column only. It interferes with meaning and left-to-right movement.

--assuming that any words are known. Children need many repetitions with meaning to insure easy recognition (twenty to fifty for the average child).

--moving too rapidly to the next story without assuring knowledge of previous vocabulary. The load increases rapidly as it is!

C. Setting purposes for reading the story (After locating the story, using the table of contents, and checking to see that all are ready)

1. Ask questions (or draw questions from the group) which establish several purposes for reading. These should vary from story to story and may be reading for facts, main ideas, sequence or organization, inference, classification or comparison or contrast, evaluation or determination of relevance, or for later oral interpretation.

2. Purposes should be set for only a line or two at first-grade reading level; second-grade readers should do a paragraph or two; third-grade readers and up, a section or an entire story.

Step II. Guided Reading

A. Silent reading first, keeping in mind the purposes set in the "warm-up."

B. Restate the motivating questions as a basis for discussion, oral rereading, dramatization. (Insure a listening audience for oral reading.) Provide guidance in expression, phrasing, emphasis. Check comprehension. Always attempt to fulfill the purposes set. Children may read a favorite part, read to settle a dispute over facts, or read for style.

Avoid:

--having children read the story orally before they have read it silently. Oral reading is more difficult than silent reading.

--having children above first reader level follow in their books while another child reads orally. (See "Oral Reading" later in this unit.)

--asking the same type of questions repeatedly. (See "Building Comprehension" in Unit Six.)

--reading orally "around the circle" merely to repeat the entire story orally.

Step III. Developing Skills and Abilities Related to the Reading

A. The workbook may be used at this point in the lesson though in some series it may be used earlier. Try to correct the workbooks together and occasionally work through as a group. (See "Use of Workbooks" in this unit.)

B. Use lessons in the guide usually provided for work attack. Do not ignore these! Phonetic and structural analysis, word relationships, and word study are included. If pressed for time, choose the lessons which contribute most to apparent needs of the group.

C. If workbooks are not available, buy one and adapt for ditto and chalkboard for those who need it.

D. Use of dictionary and reference works, study of sentence meaning, paragraph structure, outlining and summarizing could all be taught here, especially at higher grade levels.

Avoid:

--assigning workbook pages without proper and complete direction.
--using a workbook which is too difficult for independent work. (Mistakes should be caught and not taught.)
--using repetition indiscriminately just because it is available on dittoes or in the workbook, not because it is needed.

Step IV. Extension and Enrichment

A. The teacher gives special help to one child; or one child helps another under teacher supervision.

B. Other enrichment activities, often mentioned in the guide, to be chosen on the basis of needs of the group:

1. Reference work
2. Dramatization, puppet shows, murals, posters, maps, dioramas
3. Reading of (and listening to) related stories and poems
4. Viewing pictures, slides, movies, and filmstrips related to the story
5. Creative writing growing from the story
6. Reporting, telling a story, reciting a poem similar to the story
7. Making a scrapbook to organize materials related to the story or the unit.

Note: Evaluation, appraisal, or measurement of progress could have been included during each of these steps. It must be included often since progress for each individual is most likely to be based upon knowledge of his areas of success and failure.

This reading lesson does not assume any particular period of time. It could be completed in a single reading period with a very short story or it could take a week. The elementary school teacher will be developing several such lessons at any one time, or for each of the groups in the room.

The complete basal reader series is carefully designed to present and to reinforce all aspects of reading, using the story as the vehicle for teaching the various skills. One aspect of the teacher's job is to choose the needed activities in accord with the children's learning abilities and learning problems, being careful not to skip any particular portion of the lesson plan too often.

Source: Unit Three: Teaching Reading in the Primary Grades, SRA Reading Institute Extension Service by Lawrence Carrillo, December 1965.

Reading Department
Bourne, Massachusetts

"Procedures to be used when teaching reading"

Procedures

These procedures must be used in virtually every lesson; students must master the techniques to be successful. Consistent use of the procedures will help the students use them automatically.

How to present sounds

To enable students to identify sounds and relate them to symbols, use the following procedure:

1. Demonstrate the sound represented by the letter (or letters).
2. Have the studdnts repeat the sound.
3. Pronounce words containing the sound to help the students develop auditory perception.
4. Give the students opportunities to associate the sound with the printed symbol (letter, blend, digraph, diphthong).

How to analyze a one-syllable word

1. Look at the word.
2. Decide how it begins.
3. Count the number of vowels and note their position.
4. Decide which vowel sound to use.
5. Look at the end of the word.
6. Pronounce the word by blending the sounds quickly and smoothly.
7. Relate the word to its meaning immediately.

How to analyze a word of more than one syllable

1. Recognize a word of more than one syllable by its length and the number of parts you hear when someone pronounces it.
2. Draw vertical lines between syllables according to the principles for dividing words.
3. Sound each syllable as a one-syllable word.
4. Pronounce the word by smoothly blending the syllables together.

How to analyze a word containing a prefix or suffix

1. Find the root word.
2. Identify the prefix or suffix.
3. Sound the root word.
4. Sound the prefix or suffix.
5. Pronounce the whole word smoothly.

Comprehension

To gain better understanding, the students should always discuss what they read. Help them develop the ability to do the following:

1. Recall important details.
2. Identify the main idea.
3. Determine the sequence of events.
4. Interpret literal meaning.
5. Interpret figurative meaning.

Recreational reading

Source: Guidebook to Better Reading - Teacher's Manual - Page 6
Economy Company.

WORD RECOGNITION AND WORD ATTACK

A few writers have advocated a single approach to word recognition--phonics. However, all authors who use a broad background of research and who have experience of all kinds in the teaching of reading advocate a combined approach. With a combined approach, the child will be able to apply the method most effective for him and for a particular word. Basically, word recognition is giving the sound or understanding the exact word and meaning (or both) of the word symbol in its particular contextual setting.

Word recognition may be divided into the following areas:

A. Recognition of sight words

  1. Using particular outstanding characteristics, especially beginning and ending letters

  2. Using the shape or form of the word

  3. Using context clues

B. Phonic analysis

C. Structural analysis

D. Use of the dictionary

In many references, methods B and C above are called word-attack skills. However, the use of context clues may also be included as a word-attack skill, or even the use of picture clues as used in beginning reading, which is a specialized form of context. In all cases, word recognition refers to the ability to identify the meaning and sound of words as they appear onthe printed page.

Specifics in word recognition and word attack will be presented in Unit Six of this series. A few cautions in regard to practice are;

1. Be certain that understanding accompanies pronunciation. Without meaning there is no real reading.

2. Be sure that the sequence of instruction is from the simpler to the more complex and difficult. For example, vowel sounds are more difficult to master than consonant sounds.

3. Word recognition should always be taught in a meaningful context. In other words, avoid isolated drill such as learning words from lists and out of context.

4. Not only should the child coordinate both visual and auditory approaches to word recognition, but he should also be versatile in the application of many approaches. He should be taught various techniques so that he will be able to choose the most appropriate or efficient method.

5. Instruction should be adjusted to individual differences so that readiness for the next step is achieved before it is taken. Rate of progression through the word recognition skills should be accomplished through individual or small-group activity rather than whole-class activity.

6. Materials used should be both interesting and appropriate to the child's present reading level. A system that is logical in word building may not be logical in terms of children's experiences.

For further reference, see: DeBoer and Dallmann, The Teaching of Reading, pp. 76-115; Tinker and McCullough, Teaching Elementary Reading, pp. 137-65.

Source:

Unit Three: Teaching Reading in the Primary Grades, SRA Reading Institute Extension Service by Lawrence Carrillo, December 1965.

SILENT AND ORAL READING

True silent reading does not develop immediately in the primary grades, and many individual differences are found. It is important for the teacher to realize that the children who move their lips or read orally (though quietly) in the beginning stages of reading are merely making the transition from oral speech to the thought process that we call silent reading. Saying the word to himself is the child's way of making this transition. He must eventually move from quiet oral reading to reading that is not oral but in which lip movement continues and on to silent reading without lip movement. All this cannot be accomplished at once.

Lip movements will usually disappear by the time the child is reading at beginning third-grade level. Such movements are, of course, very likely to continue with poorer readers who are older but have not yet reached that level of reading. The more secure the child is in his recognition of words by sight the sooner he will dispense with the oral and kinesthetic aspects of reading. Pressing for completely silent reading before the child feels able may result in loss of security. When the primary teacher notes the gradual cessation of lip movements, it is usually necessary only to suggest to the child that he "think" the words and ideas rather than saying them. If he has difficulty following through, he should wait a few weeks until he is more secure in his vocabulary, or he should practice his technique on easier recreational reading materials rather than in his basal reader. Pressure should not be applied or loss of comprehension will result.

Finger-pointing to each word may be a technique used by a child in order to keep his place. If this habit is detected, it is ordinarily better to suggest that the child use a marker (a strip of heavier paper, a card, or a piece of plastic). However, if he has immature motor control, the marker may prove too difficult to handle. Here again, he should not be pressed to use this technique. It is the opinion of this writer that the marker should be used above the line of print, rather than below because (1) the major configuration of English print is in the top and the marker edge tends to draw the eye in that direction, and (2) the marker may interfere with the development of the difficult skill of moving the eye to the next line of print if held below the line.

The need for either finger-pointing or the marker will usually disappear before the child makes the transition to completely silent reading. A few children do not appear to need anything of this type from the beginning, however, and there is no reason to ask all children to use markers if they have no need to build their security in this manner.

During the reading lesson, children should read the material silently before attempting to read it orally. Oral reading is a presentation to an audience and requires some preparation. Some practice in word recognition on the passage and some understanding of the passage from the silent reading are necessary first.

Silent and oral reading proceed at different speeds. That is, after a child discards lip movement and oral pronunciation of the word (usually somewhere between the first reader and the 3-1 reader), silent reading speed will increase more rapidly than will oral reading speed, since the latter is limited by the speech of speech and the former limited only by the speed of thinking. There is a real interrelationship, however, since the oral reading cannot become smooth until the silent reading is sufficiently rapid so that an eye-voice span may be maintained. In good oral reading, the eyes are several words ahead of the voice. If the eyes are focused on the same word that is being pronounced, oral reading will become word-calling. Phrasing and expression will disappear and emphasis will be lost.

A considerable amount of oral reading is justified in the primary grades. It is important in the transition from the spoken word; it allows the teacher to diagnose the exact problems which are occurring in word recognition and word attack; and it is a pleasurable experience for children when they are successful. Oral reading, however, needs an attentive audience. This presents a problem! When the rest of the children are attempting to follow in the book while one of their number reads orally, the audience is less than attentive. It is not a great problem in most first grades or with readers who read at that level since the approach is mostly word-by-word. On the other hand, as soon as the silent reading speed begins to exceed the oral reading speed, following in the book becomes almost impossible. The child is hearing one word and seeing another and comprehension tends to disappear. He loses the "place" because he is in one place and the other members of the group are in another. There may also be some misunderstanding of particular words due to the differences in the stimuli from eye and ear, and eye movements have a tendency to become quite regressive in nature due to the switching back and forth.

In short, after children are reading at second-grade level, it seems better to use only one book during the oral reading, passing it from one child to the next as they read. This helps to insure a listening audience. Questions should then be directed to the listeners rather than the reader. This should help to promote better oral reading and avoid the problems mentioned in the previous paragraph.

Teachers' guides of the basal readers give many suggestions regarding ways of making oral reading more interesting and using oral reading for specific purposes. In addition children should have access to a wider variety of suitable materials for oral reading. Many kinds of material other than the basal reader are more interesting to read aloud to the class. These might be jokes and riddles (edited first by the teacher), news articles, passages from reference works pertinent to the lesson in some area of the curriculum, or a sharing of favorite passages or poems. Humorous materials are often especially suitable for oral reading, and this tends to be neglected in the usual classroom.

The pattern will tend to change to more silent and less oral reading for each succeeding grade in school. At no point, however, should oral reading be eliminated completely in favor of silent reading. With the poorer readers, a greater emphasis must be given to reading aloud.

See: DeBoer and Dallmann, The Teaching of Reading, pp. 205-224; Harris, Effective Teaching of Reading, pp. 84-8; Spache, Toward Better Reading, chap. 11; Tinker and McCullough, Teaching Elementary Reading, pp. 203-13.

Source:

Unit Three: Teaching Reading inthe Primary Grades, SRA Reading Institute Extension Service by Lawrence Carrillo, December 1965.

USE OF WORKBOOKS

Workbooks can be valuable. They can also be expensive and useless. Much depends on how they are used. In present practice workbooks are generally used to accompany the primary-grade reading program but less often used in fourth grade and above. Almost all basal readershave workbooks which accompany the series through the sixth or eighth grade. Many separate workbooks are also available. In most cases, the teacher should choose the workbook designed to accompany the basal series being used since it follows the same developmental pattern.

Workbooks may provide considerable repetition. The difficulty is that, though in certain cases this repetition is highly necessary, this may not apply to all children in a group. If the reading lesson, using the basal reader, is complete and follows the guide in the skills covered, the workbook may not be necessary for those who profit from instruction most easily. If the children have the skills and recognize the words in the book without repetition, it is unnecessary to bore them with the workbook. For the poorer students the repetition provided by the workbook may be more valuable, but they must be checked every step of the way. Repetition of a mistake is worse than no repetition at all.

Work done in the workbooks must be checked often, preferably as it is being done. Mistakes must be caught as they occur. Too often the poor student who needs help is given a workbook and left alone (except when he pesters the teacher with questions). This procedure has a tendency to increase his problem and the teachers's. With slower groups it seems advisable to teach the workbook just as the basal reader is taught.

Workbooks may help, however, by reducing the amount of oral instruction; they may also be somewhat individualized and may develop some independence in reading. Their main purpose is the setting of a drill through repetition, and they can never be a complete substitute for teacher help with a problem.

If the workbook is used properly, then, it implies more work for the teacher rather than less, and it should be used under careful and rather constant teacher supervision.

See: Russell, Children Learn to Read (rev. ed.), pp. 158-60; Schubert and torgerson, Improving Reading in the Elementary School, pp. 101-4.

Source:

Unit Three: Teaching Reading in the Primary Grades, SRA Reading Institute Extension Service by Lawrence Carrillo, December 1965.

USE OF OTHER MATERIALS

Guides for the basal reader series will suggest many other materials which may beused with particular stories, such as trade books which contain stories about similar characters or locations, filmstrips or records which enrich the story, or supplementary readers comparable in either difficulty or interest. Teachers may occasionally use commercially- or teacher-prepared ditto worksheets, reference books, newspapers and magazines, or other basal readers that are available in the district. Supplementary materials of some kind are not only interesting to the children and enriching to the program but may be particularly helpful in teaching certain concepts or skills.

Occasionally, however, the writer sees teachers using other basal readers almost interchangeably with the standard basal reader series used in the district, apparently on the theory that if one basal series is good, two would be twice as good. This is not necessarily so, and trouble is likely to result if the teacher changes the children from one series to another without careful coordination. The vocabularies for the several series have between one-third and two-thirds of the words in common. The program for developing all the skills of the reading program is not exactly the same because this is tailored to the differing vocabularies and because there are some differences in emphasis and approach. These problems are particularly pertinent at the lower primary level.

Supplementary reading materials may include the following:

1. Books that include collections of stories that are organized by topic, person, location, or period of time

2. Books that are collections of stories, prose, or poetry at a common level of difficulty

3. Trade books of children's literature

4. Dictionaries and other reference books (usually grades 4 and higher except for the picture dictionaries)

5. Newspapers and magazines

6. Workbooks organized to present particular skills (published separately from basal series workbooks, and by various publishers)

7. Teacher-made materials on charts, ditto master, flannel board

8. Filmstrips and other audiovisual aids.

9. Readers, designed by the publishers of basal readers, for supplementing and enriching their own series (Occasionally these are of broader usefulness and will supplement almost any basal program at a particular level.)

All these approaches are designed to broaden the experiences that a child may have in the reading program, to enrich and extend the vocabulary that is presented and repeated, to clarify the concepts met in the reader stories, and to satisfy the interests of individuals as well as their demands for information.

KINDERGARTEN READINESS CHECKLIST

The following checklist is a sample of one that might be used by a teacher to supplement and codify her own observations. This checklist would then provide additional information to be used with tests and other evaluations to form a more complete idea of the readiness status of any individual. Many readiness books in basal series, such as those published by Ginn & Co. and Allyn & Bacon, provide such checklists.

READING READINESS CHECKLIST

Date________________ Name of Child____________________________

Date of Birth____________ Teacher ___________________________

Characteristic	No	?	Yes
Physical Readiness			
Eyes			
Does he appear to see well?	___	___	___
Can he tell visual similarities and differences			
In form?	___	___	___
In color?	___	___	___
In letters or words?	___	___	___
Can he see the chalkboard as well as the book?	___	___	___

Test. . . . . Evaluation. . . . .

. . . .

Characteristic	No	?	Yes
Ears			
Does he appear to hear what is said?	___	___	___
Can he recognize sound likenesses and differences?	___	___	___
Rhyme?	___	___	___
Beginnings?	___	___	___

No ? Yes

Does he show any symptoms of hearing loss? ___ ___ ___

Test. . . . . Evaluation. . . . .

. . . .

General Health

Is dental development normal for his age? ___ ___ ___

Does he seem well nourished? ___ ___ ___

Does he have a normal appetite? ___ ___ ___

Are there signs of physical problems? ___ ___ ___

Does he have normal stamina? ___ ___ ___

Examination by. . . . . Findings. . . . .

. . . .

Speech

Has he eliminated the use of baby-talk? ___ ___ ___

Is his speech clear? ___ ___ ___

Is his pronunciation usually correct? ___ ___ ___

Does he show confidence when speaking in a group? ___ ___ ___

Examination by. . . . . Findings. . . . .

. . . .

Motor Coordination

Do his eyes and hands work together? ___ ___ ___

Does he show preference for one hand? ___ ___ ___

Does he appear adequate on the playground? ___ ___ ___

Test. . . . . Evaluation. . . . .

. . . .

Intellectual Readiness

Mental Development	No	?	Yes
Does he give evidence of mental alertness?	____	____	____
Can he follow simple directions?	____	____	____
Can he predict possible story outcomes?	____	____	____
Does he have an adequate vocabulary?	____	____	____

Test. . . . . Findings. . . . .

. . . .

Language Patterns			
Does he speak in complete sentences?	____	____	____
Can he give a coherent account of an experience?	____	____	____
Can he remember sequence of events in a story?	____	____	____
Does he take part in discussions and conversation?	____	____	____

Test. . . . . Findings. . . . .

. . . .

Emotional Readiness

Does he show evidence of self-reliance?	____	____	____
Can he work with others?	____	____	____
Does he assume responsibility?	____	____	____
Is he generally happy and cheerful?	____	____	____
Does he show normal patience?	____	____	____
Will he see a task through to completion?	____	____	____

Further Information. . . . .

. . . .

Social and Environmental Readiness

	No	?	Yes
Does he seem interested in school?			
Is he curious?			
Is he familiar with well-known nursery rhymes and stories?			
Does he appear to have a sufficiently broad experiential background?			
Is he free from bi-lingual problems?			
Do the parents cooperate with the teacher?			
Do the parents have reasonable expectations for him?			
Can he wait his turn?			

Further Information. . . . .

. . . .

Educational Readiness

Has he been successful in informal readiness activities?			
Does he accomplish formal (readiness book) activities successfully?			
Has he expressed a desire to read?			
Does he work with various materials easily?			
Can he alter his method or approach if necessary?			

Further Information. . . . .

. . . .

For additional reference, see: Alameda County, Instructional Guide for the Primary Teacher, pp. 138-42; Dechant, Improving the Teaching of Reading, pp. 80-81; Harris, Effective Teaching of Reading, p. 34; Harrison, Reading Readiness, pp. 223-9; Hildreth, Readiness for School Beginners, pp. 44-48; Tinker and McCullough, Teaching Elementary Reading, pp. 92-93.

Bourne Public Schools
Reading Department

How Well Do I Teach Reading?
(Reader or Anthology)

1. Preparation for the lesson

Do I develop a background of meaning for the story or selection? ________

Do I set purposes for the reading that are clear to the students? ________

Does my room environment stimulate reading? ________

Do I introduce difficult words before the selection is read? ________

2. The reading

Do I have the pupils read silently before reading orally? ________

Do I gear the selection to the reading ability of the group? ________

Could I use different materials for different groups in this situation? ________

Do I help slow readers individually? ________

Do I help those with problems rather than penalize them for having problems? ________

3. Interpretation and building skills

Is it necessary to think about the reading to answer the questions I ask? ________

Do we decide how we may use some of the ideas gained in our reading? ________

Do I make use of skill building exercises that are related to the selection? ________

Do I use the teacher's manual for suggestions? ________

Are my directions adequate when I expect independent work? ________

Do I help with the transfer of the reading skills learned for use in other subjects? ________

4. Extension and enrichment

Do I occasionally read aloud to the pupils? ________

Do we use a variety of activities that grow from the lesson rather than doing the same thing every day? ________

Do I encourage individual reading, especially for the good readers? ________

Do I periodically evaluate my reading program by considering
  --my own approaches and methods? ________
  --the materials used in reference to the particular group? ________
  --the individual pupils and their progress? ________

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Oakland, New Jersey 07436

MATERIALS GRADE ONE

BASIC	SUPPLEMENTARY	AUXILLARY AIDS
Readiness:		
Before We Read Teacher's Edition Basic Reading Test Big Book	We Read More Pictures Teachers Edition Big Book	Duplicating Masters Before We Read Match and Check Sounds I can Hear Invitations to Story Time
Pre-Primer:		
1.Sally, Dick & Jane Teacher's Edition Big Book	Guess Who Teacher's Edition Think & Do Book	Comprehensive Card Set Holder (easel)
2.Fun With the Family		Duplicating Masters Pre-Primer Level
3.Fun Wherever We Are Teacher's Edition for 2 & 3 Think & Do Book for 3 Pre-Primers Basic Reading Test for 3 Pre-Primers Teacher's Edition		
Primer:		
Fun With Our Friends Teacher's Edition Think & Do Book Teacher's Edition Basic Reading Test		Invitations to Personal Reading Duplicating Masters Primer Level
Book One:		
More Fun With Our Friends Teacher's Edition Think & Do Book Teacher's Edition Basic Reading Test	Wide Horizons, Book I We Three (Reading for Independence)	My Little Pictionary Duplicating Masters Book I Level

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MATERIALS GRADES TWO & THREE

BASIC	SUPPLEMENTARY	AUXILLARY AIDS
Grade Two .		
Friends Old and New	Wide Horizons, Book 2	My Little Pictionary
Teacher's Edition		
Think and Do Book	What Next, Part I	Flipatrans for Friends Old and New
Teacher's Edition		
Basic Reading Test		
		Invitations to Personal Reading
More Friends Old & New	What Next, Part II	
Teacher's Edition		Flipatrans for More Friends Old & New
Think and Do Book		
Teacher's Edition		
		My Second Pictionary
Grade Three :		
Roads to Follow	Wide Horizons, Book 3	My Second Pictionary
Teacher's Edition		
Think & Do Book		
Teacher's Edition	Tall Tales, Part I	Thorndike-Barnhart Beginning Dictionary
Basic Reading Test		
		Invitations to Personal Reading
More Roads to Follow	Tall Tales, Part II	
Teacher's Edition		
Think and Do Book		
Teacher's Edition		
Basic Reading Test		

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GRADE 4	GRADE 5	GRADE 6
Basic: Ventures Teacher's Ed. Think & Do Teacher Think & Do One Basic Reading Test (end of year) End of unit tests in Think and Do	**Basic:** Vistas Teacher's Edition Think & Do Teacher Think & Do One Basic Reading Test (end of year) End of unit tests in Think & Do	**Basic:** Cavalcades Teacher's Ed. Think & Do Teacher Think & Do One Basic Reading Test(end of year) End of unit tests in Think and Do
Thorndike-Barnhart Beginning Dictionary	Thorndike-Barnhart Junior Dictionary	Thorndike-Barnhart Junior Dictionary

---

WIDE HORIZONS 4	WIDE HORIZONS 5	WIDE HORIZONS 6
For: Able Readers Reading Level: Gr. 5-7 4 Books in full 2 Books in part Related poems & articles Independent Study Aids follow each selection No guidebook No Think & Do	For: Able Readers Reading Level: Gr. 6-8 5 Books in part Related poems and articles Independent study aids follow each selection No guidebook No Think & Do	For: Able Readers Reading Level: Gr.7-9 3 Books in full 2 Books in part Related poems & articles Independent study aids follow each selection No guidebook No Think & Do

WIDE HORIZON BOOKS ARE TO BE USED IN ADDITION TO THE BASIC PROGRAM BY THE MOST ABLE STUDENTS IN BASIC GROUP. THESE STUDENTS SHOULD BE TESTING ABOVE GRADE LEVEL AND HAVE THE WORK HABITS TO PROCEED AFTER INTRODUCTION TO BOOK WITH LITTLE TEACHER DIRECTION. ONE SELECTION IN WIDE HORIZONS SHOULD BE COMPLETED DURING TEACHING TIME FOR ONE UNIT IN BASIC. CHECK ON WORK CAN BE DONE DURING END OF UNIT TESTING AND REVIEW IN BASIC.

OPEN HIGHWAYS 4	OPEN HIGHWAYS 5	OPEN HIGHWAYS 6
For: Below grade level readers Reading Level: Gr.2-4.0 Teacher's Ed. Think & Do Teacher Think & Do End of Book Reading Test Mid-Book Test in Think & Do	For: Below grade level readers Reading Level: Gr.3-5.0 Teacher's Ed. Think & Do Teacher Think & Do End of Book Reading Test Mid-book test in Think & Do	For: Below grade level readers Reading Level: Gr.4-6.0 Teacher's Ed. Think & Do Teacher Think & Do End of book Rdg. Test Mid-book test in Think & Do

OPEN HIGHWAYS IS A SPECIAL READING PROGRAM FOR STUDENTS PLACING ONE TO TWO YEARS BELOW GRADE PLACEMENT. IT PROVIDES A CONTINUOUS, SEQUENTIAL RETEACHING OF READING SKILLS PRESENTED IN GRADES 1,2,3. CHILDREN WHO SUCCESSFULLY COMPLETE OPEN HIGHWAYS 4 ARE READY FOR BASIC BK. VENTURES OR, IF GOING INTO GR. 5, OPEN H. 5.

Peebles

R

MANUAL

for

TEAM LEARNING

Winton Buddington
Florence Hogan

9

1 January 1960

Order further copies from:

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Harvard, Massachusetts

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INTRODUCTION

The purpose of this manual is to acquaint teachers with team-learning techniques and their effective use in classroom situations. Such techniques do not replace all present methods of teaching, but they do provide an additional way of teaching which will help to better serve the needs of the pupils through differentiated instruction. Team-learning techniques help to better serve these known pupil needs by:

1. Providing for different levels of ability - to provide for the slow learner as well as the rapid learner in all subject areas in the same classroom. This means fitting textbooks, and other learning materials to each individual pupil more effectively.

2. Providing for different progress rates - to allow each pupil to learn skills at his own rate. Rapid learners have a chance to move ahead faster in the skills areas.

3. Providing for special skills needs - to insure effective practice at points of weakness. Higher learning rates and a more effective use of the special skills will become evident.

4. Providing for enrichment - to help the pupil realize the importance of learning and its usefulness apart from the classroom.

5. Providing for self-direction - to develop initiative and direction for each pupil according to his ability and to encourage effective use of elaborative and critical thinking techniques.

6. Providing for social learning - to encourage and provide opportunities for mutual aid and fun in learning.

This manual contains suggested areas for beginning the use of team-learning techniques in your classroom. Each area includes directions for grouping, for job sheets, and examples and techniques found useful in starting individualized instruction. Arithmetic and spelling seem to be subjects offering the least difficulty when beginning team learning. Certain areas seem to serve some needs more effectively than do other areas.

Arithmetic - serves these needs well: Ability Level, Progress Rates, Special Skills, Self-direction, and Social Learning.

Spelling - serves these needs well: Ability Level, Progress Rates, Special Skills, Self-direction, and Social Learning.

Language Arts - serves these needs well: Special Skills, Self-direction, Social Learning, and Enrichment.

Social Studies - serves these needs well: Ability Level, Self-direction, Social Learning, and Enrichment.

Reading - serves these needs well: Ability Level, Progress Rates, Special Skills, Self-direction, Social Learning, and Enrichment.

The suggestions in this manual will give the creative teacher an opportunity to expand and adapt them in order to better serve the needs of the classroom.

A bibliography is included in order to provide a list of reference materials for information on the background of the individualized approach to classroom instruction.

ARITHMETIC

I. Grouping

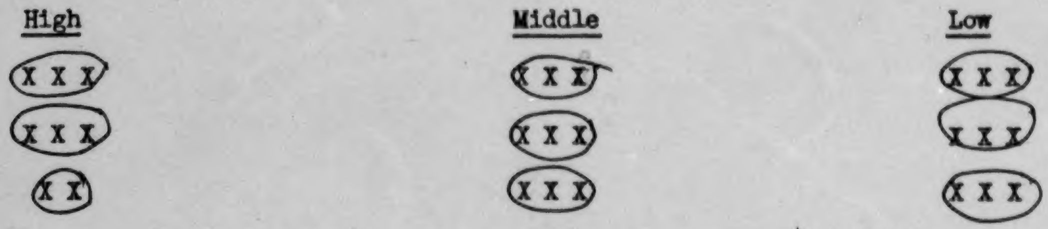
A. Determining Ability Level

This may be done by using one of the following methods:

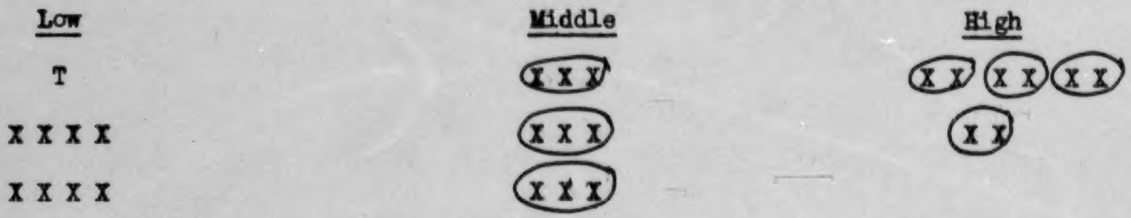
1. Arrange your class in rank order from top to bottom according to standard achievement test scores.
2. Arrange them in rank order on the basis of your judgment of their individual abilities.
3. Introduce new material to the entire class. Provide meaningful practice. Then administer an informal diagnostic test and group them according to the results.

B. Determining Group Size

1. Starting from the bottom to the top of your list divide the class up into teams of 3. It may be necessary to have some teams of 2. These should be your more capable students.



2. At a later time you may wish to adjust your groups in the following manner:



   a. Divide the high group into teams of 2, permitting them to progress at their own rate.

   b. Divide the middle group into teams of 3. Introduce new material to this group and let them progress at their own rate through the new material for 3 to 4 weeks.

c. Introduce directly material for the day to the low group, giving as much individual help as possible. Make use of team learning techniques whenever possible in order to provide effective practice.

Teams of 2 are desirable when reviewing fundamental facts. Teams of 3 seem better when solving problems.

You may wish to experiment with different group arrangments to insure more effective learning.

II. Content and Construction of Material

1. Using your own arithmetic textbook, develop job sheets for each new area of work. The sample job sheets included in this manual were made up for use with the Arithmetic Series by Winston, Grade 6. All problem material in Chapter II was used to make up Job Sheets 1 and 1A. All material in Chapter II concerning the fundamental processes was used to make up Job Sheets 2 and 2A.

2. When preparing the job sheets, choose a few of each type of examples or problems rather than all to avoid useless repetition for those who do not need it.

   Opportunity will be provided for extra practice in Job Sheet 1A.

3. At the completion of Job Sheet 1 give a Level Test to determine those ready to go on to another job sheet and those who need extra practice.

   This Level Test can be constructed by the teacher or taken from the textbook, but it must contain each type of material covered. The sample level test attached was taken from the Winston book.

4. Those who get more than 2 wrong on Level Test 1 receive extra practice by doing Job Sheet 1A.

   The material for Job Sheet 1A may consist of the examples or problems not used for Job Sheet 1 or may be material constructed by the teacher.

III. Method

1. After dividing the class into teams, pass out the job sheets and directions.

2. Go over the directions carefully with the whole group making sure each child understands what he is to do. A sample direction sheet is attached.

3. Start the teams working on Job Sheet 1 as soon as you are sure they understand what to do.

4. When a page of work is finished by any team, an answer sheet is given so that they may correct their work. Any examples wrong should be done again correctly before going on to the next page.

5. All people should work on Job Sheet 1 until the first level test is reached.

6. Inasmuch as this is probably an entirely new procedure for your class, it will be necessary to give considerable help to the teams until they become familiar with team-learning techniques.

7. It must be understood that the teams will work at different rates and therefore, some will be ready to take a level test before others.

   When a team is ready, each member will take the test individually and it will be corrected by the teacher.

   Anyone having more than 2 wrong on the first level test corrects by re-doing the examples before working on Job Sheet 1A.

   Those who have less than 2 wrong proceed to Job Sheet 2.

   Re-grouping at this point may be necessary.

8. The same procedure as outlined above may be followed with each new block of material.

JOB SHEET DIRECTIONS (For Students)

1. Do the assignments listed on these Job Sheets with your partners. You may need to switch partners once in awhile because you may work slower or may have been absent.

2. When you have finished a page, check your work with the answer sheet. Then go on to the next page.

3. When you have finished a Job Sheet, you will take an examination alone. I will correct this test and if you get them all correct, or have less than two wrong, you may go on to the next Job Sheet. If you have two or more wrong, you will have to do another Job Sheet unless I give you a different assignment.

4. You may discuss any of the work on the Job Sheet with your partners. Do not call me until you have asked your partners if they can answer your questions.

5. When numbers such as 4-10 appear on the Job Sheet, that means to do numbers 4, 5, 6, 7, 8, 9, and 10.

6. When you have corrected your mistakes, put your paper in a folder marked ARITHMETIC PAPERS. I'm going to be very strict about accuracy and neatness. Untidy papers will have to be done over.

7. Check the left column of your Job Sheet as each page in the arithmetic book is completed. Keep the Job Sheet in your arithmetic book. Work is completed only after the paper has been checked, corrected, and placed in the folder. I will check this sheet occasionally to see how you are progressing.

8. When solving problems:

    a. Talk over the question with your partners. Ask:
        1. What does it tell you?
        2. What does it ask for?
        3. What process should you use?

    b. Do the problem yourself and then check your answer with your partners.

    c. If you do not agree, do the problem again together.

    d. If you have any wrong, go over the problem again together in order to find where you made the mistake.

9. Remember to:
   a. Include name and page number on the front of each paper.
   b. Label all answers in problems.
   c. Number the problems the same as they are in the book.
   d. Make dollar and cent signs when necessary.

10. The only talking permitted will be when asking a team member for help or when giving help to someone on your team.

JOB SHEET #1

Page	Directions
45	Do problems 1 - 5
46	Read and do examples 1 - 7
47	Read and do examples 1 - 4
48	Read and do examples 1 - 4
49	Do examples 1 - 7
50	Do top row: 1, 2, 3, and 6 Bottom row: 2, 4, and 7
51	Do top row: 1, 2, and 3 Bottom row: 1, 3, and 4
52	Read and do top row: 1, 2, 4, and 6 Bottom row: 1 and 3
53	Read and do problems: Top row: 1, 3, 5, and 7 Bottom row: 1-a and b 2-b and d 3-a and d
54	Read and do problems: Top row: 1, 2, 3, 4, 5, and 6 Bottom row: 1, 8, 10, and 11
55	Read and do problems: Top row: 1, 2, 3, 4, and 5 Bottom row: 8, 10, and 11
56	Read and do problems: 1 - 10
58	Read and do problems: 1, 2, and 5
LEVEL TEST I	
70	Do problems 1 - 9

JOB SHEET 1A

Page	Directions
50	Top Row: 4, 5, and 7 Bottom Row: 1, 3 and 5
51	Top Row: 4 Bottom Row: 2
52	Top Row: 3 and 5 Bottom Row: 1, 2, and 4
54	Bottom Row: 7 and 9
55	Bottom Row: 7, 8, and 10
57	Set I - Row 1, 3, and 5 Set II - Rows 2 and 4
57	Extra practice 1, 3, and 5

JOB SHEET # 2

Page	Directions
59	Read and do problems 1 - 8
60	Read and do: Top Row: 1, 2, and 5 Bottom Row 1 and 5
62	Read and do: Top Row: 1, 3 and 6 Bottom Row: 5 and 6
63	Do top Row: 1, 5, and 6 Bottom Row: 1, 2, and 3
64	Do Problems: 1, 2, 3, 4, 6, 7, and 8
65	Read and do: 1, 2, 3, 4, 5, 6, and 7
66	Read and do: 1, 2, 3, 4, 6, 7, and 8
67	Middle Row: 2 and 3 Bottom row: 1 and 3
68	Do problems: 1 - 7 and Problem 9
69	Do problems: 1 - 4
71	Do problems: 1 - 9
72-73	Read and do problems: 1 - 13
74	Do problems: Top row: 1 - 12 Bottom row: 1 - 4
76	Do problems: 1- 8
LEVEL TEST II	
77	Do problems: 1 - 10

JOB SHEET 2A

Page	Directions
1	Problems: 1 - 7
9	Read and do problems 1 - 6
11	Read and do problems 1 - 3
14	Read and do problems 1 - 7
20	Read and do problems 1 - 6
26	Read and do problems 1 - 6
30	Read and do problems 1 - 10
35	Read and do problems 1 - 10
39	Read and do problems 1 - 8
70	Level Test I: Problems 1 - 9

SPELLING

I. Grouping

A. Determining Ability Level

This may be done by using one of the following methods:

1. Arrange your class in order according to their achievement.

2. Give a learning rate test in order to find out the number of words each child is capable of learning per day. Arrange the class in a list according to their individual learning rates.

The learning rate may be obtained by:

a. Selecting 10 words, unfamiliar to the class, place them on flash cards.

b. Teaching the words to the class by presenting them on the flash cards and calling attention to structure of words, varieties of meaning, and have examples given of use. Introduce each word in a similar manner.

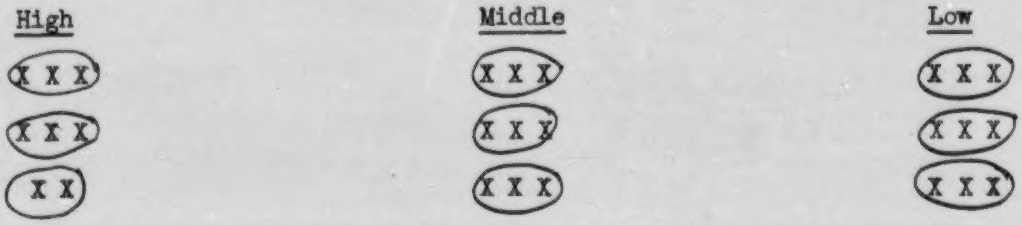
c. Giving a quick review of all words.

d. Testing the class on the words an hour later.

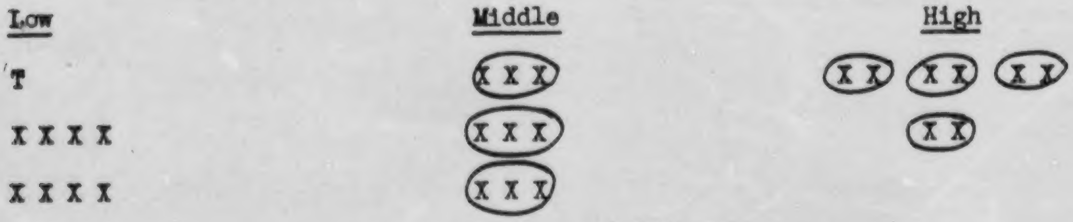
The number of words right is the learning rate for that child.

B. Determining Group Size

1. Starting from the bottom to the top of your list divide the class into teams of 3. It may be necessary to have some teams of 2. These should be your more capable students.



2. At a later time you may wish to adjust your groups in the following manner:



a. Divide the high group into teams of 2 permitting them to progress at their own rate.

b. Divide the middle and low groups into teams of 3.

c. You may have to work directly with some of the students in the low group daily, teaching them the words before they work in teams.

II. Content and Construction of Material

Using your own spelling textbook, or an approved list of words, provide opportunities to use these words in meaningful situations.

See the attached sample of suggested ways of using spelling words for enrichment.

III. Method

A. After dividing the class into teams, pass out the work sheet and directions.

B. Go over the directions carefully with the whole group making sure that each child understands what he is to do. A sample direction sheet is included in this manual.

C. Start teams working on the first lesson.

D. Move around among the group to see that the proper procedure is being followed.

E. Make sure that each child records on his personal word list sheet the number of words he got wrong on the last test taken. A sample copy is attached.

F. Give a review test on words taken from the lessons already completed from time to time so that the effectiveness of the program can be measured.

G. When the spelling lessons have been completed, additional word lists may be derived from specialized areas such as reading, social studies, science or arithmetic.

It may be permissible to use the spelling text of the next higher grade and proceed as before, but this should be an administrative decision.

SAMPLE SPELLING EXERCISES

Lesson 1

Directions: After finishing all the words in this lesson, put each one of the words put each one in a colorful phrase.
For example: a bright red overcoat — an old worn scarf

Lesson 2

Directions: After finishing all of the words in this lesson, use each of them in a good, colorful sentence of your own. After you have done this, read each one to your partners to see if they can help you make it better.

Lesson 3

Directions: After finishing all the words in this lesson, use them to write a good paragraph to describe rooms in someone's house.

Note: Words are not about a house.

Lesson 4

Directions: When you have finished all the words in this lesson, pretend that you are at a fashion show and using these words, describe what happens.

Note: Words are not about a fashion show.

Lesson 5

Directions: When you have finished all the words in this lesson, make up a story, using these words, that has to do with flying an airplane. Try to make the story as exciting as possible.

DIRECTIONS FOR SPELLING

1. Each member of the team reads the list of words aloud in turn—A first, then B, and then C.

2. Each member then looks up the meaning of any new words in the list.

3. Each member practices writing any words that present difficulty.

4. Take the test on the number of words you are to learn each day.

   A tests B and C

   B tests A and C

   C tests A and B

5. After each test, correct words and restudy those you have wrong before taking the test again.

6. List all words spelled incorrectly on the list test on your record sheet.

7. Continue until all words of the lesson are learned.

8. Then do the practice exercise on your work sheet.

9. When you have finished, place your work sheet in the folder and go on to the next lesson.

SPELLING RECORD SHEET

Name________________________ Date Started__________________

Lesson____	Lesson____	Lesson____	Lesson____	Lesson____
Lesson____	Lesson____	Lesson____	Lesson____	Lesson____

LANGUAGE ARTS

I. Grouping

Grouping in the language arts is flexible, according to the tasks assigned. Very often, before the completion of an activity, many types of grouping may be used effectively.

II. Procedure

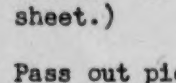
The procedures followed in using team-learning techniques in the language arts area vary according to the skills being taught and the activities engaged in. Some activities in which team-learning techniques have been used successfully are outlined below.

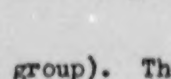
A. Group Discussion and Story-writing

1. Organize the class into heterogeneous groups of five. Make sure that at least one member of the group is a good leader.

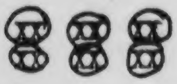
XXXXX
XXXXX
XXXXX
XXXXX
XXXXX

2. Discuss with class the rules for group discussion. (See attached sheet.)
3. Pass out picture (1 to a group). These should be colorful enough, or of such a nature as to arouse interest within the groups.
4. Have each group appoint a recorder. It may be necessary, in some groups, for the teacher to appoint a recorder in order to save time.
5. Have the recorder write down for the group phrases or short sentences that tell what happened Before or After the picture was taken.
6. Allow ten minutes for this.
7. Each person now writes a story using the ideas gained from the group discussion. Allow no more than ten minutes for this.
8. Each one writes his own story but may check with the group on how to spell a word or to punctuate a sentence.
9. Divide the class into pairs for proofreading, exchanging papers so that no one has his own paper to correct.





10. Stories may be recopied in ink.
11. Divide the class into different combination of pairs for final proofreading.



12. Each group of five may get together again and decide which story from the group is to be read to the class.

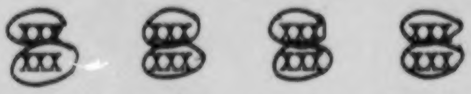
xxxxx
xxxxx
xxxxx
xxxxx
xxxxx

B. Letter Writing (To obtain material on New England in conjunction with Social Studies)

1. Whole class reviews parts of a business letter. (Examples may be taken from an English book and put on the board.)

2. Each child chooses from a resource list one place to write for information about New England.

3. Class is grouped in teams of 3.



4. Each child writes his own letter but may check spelling and punctuation with other team members.

5. Periodic checking by the teacher is necessary.

6. Team members exchange papers and proof read.

7. Teacher checks each rough draft.

8. Each team member corrects his own rough draft and then re-writes it in ink.

9. Teacher checks all final copies.

10. Whole class reviews the correct procedure for addressing an envelope.

11. Each team member practices addressing an envelope on a piece of scrap paper.

12. These are then checked by team members.

13. Final corrected draft is copied in ink on an envelope.

14. Letters are folded and placed in envelopes for mailing.

C. Choral Reading

1. Materials for choral reading can be found in the readers or procured from the school or town library.

2. Be sure that the selections are read over with the class in order for them to understand words and expressions.

3. Assign parts to different groups.

4. Sound effects can be added to the final readings. (Perhaps these can be supplied by those who have difficulty reading aloud.)

GROUND RULES FOR GROUP DISCUSSION

1. Do your share in carrying on a discussion.
2. Keep to the subject.
3. Do not talk too long at a time.
4. Help others to take part.
5. Always be polite.
6. If someone says something that you do not understand, ask him courteously to explain what he means.
7. Listen carefully to what is being said.
8. Help the group to make decisions.

KEY TO USE IN CORRECTING PAPERS

Write the numbers in the margin of the paper that you are correcting.

1. The need for a capital letter.
2. No end punctuation—period, etc. missing.
3. Commas or quotation marks not used.
4. Misspelled words.
5. Not a sentence; or poor sentence structure.

SOCIAL STUDIES

I. Grouping

Grouping in Social Studies is flexible. The grouping will vary according to the need and purpose of each activity. Whole class groups can be used effectively in this area.

II. Content and Construction of Materials.

Using your own basal series or other textbooks available to your class, develop a series of study guides making provision for the different levels of ability within your classroom. The sample study guides included in this manual provide for only three different levels of ability. The material contained in these study guides was adapted from The New World and Its Growth, a social studies textbook by Follett. You can easily construct other materials to be used with specific team learning techniques. Multiple Response cards (1,2,3, etc.) and "Yes", "No" cards can be made for use in all subject areas.

III. Procedure

The procedures followed in using team-learning techniques in the Social Studies area vary with each activity. Some of the activities in which team-learning techniques have been successfully used are outlined below.

A. Introduction of a Unit on New England.

1. Divide the class into teams of three at random making sure that there is at least one person who reads well in each group.

Grouping   xⓍx   xⓍx   xⓍx
            xⓍx   xⓍx   xⓍx
            xⓍx   xⓍx   xⓍx

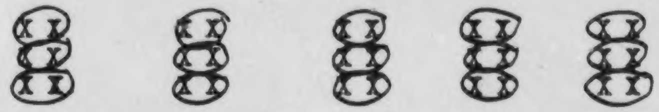
2. Show a color film on the New England States.

3. Have each team list the products and industries mentioned in the film. The team leader should be the recorder.

4. Ask one team leader to recite his team's list of items to the class. At the same time have every other team cross off the items mentioned by the first team. Any team still having items on their list should report them to the class.

5. Divide the class into pairs. Place questions from the basal text on the board or on a work sheet. Have each team discuss the questions, and read to find the answers to the questions, individually writing down one answer between them. All questions should be answered in this manner.

Grouping

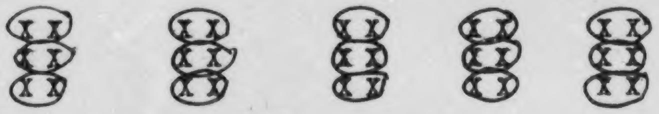


6. Team reporting for whole class discussion is initiated after the questions have been answered by the teams.

B. Development and Enrichment for a Unit on New England

1. Divide the class into teams of two. Pass out study-guides covering material not covered in the text book. Pairing may be done on the basis of reading scores since most content areas involve many reading and recall skills. The more capable pupils should use a study -guide involving a higher level of recall than the less capable pupils. It may be necessary to assign a pupil teacher or teach directly some of the less capable pupils.

Grouping



2. Map skills - divide the class into teams of two. Pass out outline maps of the New England States and the directions for each team. (An example is attached.) After the teams have completed the maps, review with the whole class all items so that any errors on the part of the team will be corrected immediately.

Grouping

X X   X X   X X   X X   X X
X X   X X   X X   X X   X X

3. Planning for an individual folder on The New England States is done effectively by dividing the class into teams of five. Each team has a leader who directs the discussion and records the ideas for the group. The ideas are then reported to the class in the same manner as described in the Language Arts section of this manual. Then each pupil begins work on his own folder. Assignments, such as making individual folders, preparing group reports, and doing special projects are desirable before beginning pupil specialty projects.

Grouping X X Ⓧ X X
X X Ⓧ X X
X X Ⓧ X X

4. Pupil Specialties - Pupil Specialties involve a series of learning experiences through which a pupil becomes a specialist in a given area. Pupil specialties are often outgrowths of material studied or to be studied in one of the content areas. When beginning Pupil Specialties in your classroom, the idea of "special project" or "top secret" can be used effectively on short term assignments (three to four weeks). A definite procedure should be followed with a definite due date and an "unveiling" before the class at the right moment. Provide a way, such as making a notebook, to preserve good projects for others to see. Pupil Specialties as such, hobbies, or particular interests should delve much deeper and provide the pupil involved with special knowledge that his classmates (and perhaps the teacher) do not have. An example of a "top secret" project is included in this manual. Pupil Specialties projects can be derived at by expanding the example labeled "top secret".

C. Culmination of the Unit

1. Discuss and tie together the individual reports and materials gathered to enable the pupils to relate them to other places to be studied or any that may have already have been studied. This may be done under the direction of the teacher, by individuals, or by teams.

2. Display all folders and projects in a conspicuous place for visitors to see.

3. Invite another class in to see the materials and to hear a resume of what you have been doing.

4. Ask an expert on New England to come in and discuss "New England and How it Affects You" with your class.

5. Use multiple response techniques with the whole class for reviewing the facts learned about New England. A sample is attached.

6. Use the classification technique as another method of review, using pairs. An example is attached.

IV. Evaluation

Conduct subjective individual tests throughout the entire unit. Develop informal check tests to be given periodically during the unit. Construct a test covering all material-basal text as well as study-guides, and other resources to be given at the end of the unit.

(Sample Copy)

The New World and Its Growth
Follett

(New England)

pages 123 - 165

DIRECTIONS: Make enough of the "Yes", "No", and "1", "2", "3" cards for each child in your room, Read each of the following questions and have each child hold up the correct card for the answer.

Make oak tag cards for each of the New England states and number them as follows: Maine, Nol 1; Massachusetts, No. 2; and New Hampshire, No. 3 for these questions:

1. The Pine Tree State.

2. The state with a capital named Concord.

3. The state noted for making shoes.

4. The state in which the White Mountains are located.

5. The state noted for growing cranberries.

6. The state in which the Charles River is located.

7. The state that is noted for growing potatoes.

8. The state where the Pilgrims landed.

9. The state where the Puritans landed.

10. The state in which there is a city named Bangor.

Use Vermont, No. 1; Connecticut, No. 2; and Rhode Island, No. 3 for these questions:

1. The state where there are many insurance company headquarters.

2. The state in which there is a city named White River Junction.

3. The state in which there is a city by the name of Hartford.

4. The state in which there is a city by the name of Providence.

5. The state that is called the Green Mountain state.

6. The state that has a city called "The Thread City".

7. The state that produces the most tobacco in New England.

8. The state in which there is a city named Montpelier.

(Sample copy)

The New World and Its Growth
Follett

(New England) Page 2

Pages 123 - 165

9. The state in which there is a city noted for making clocks and watches.

10. "Little Rhody".

Use the "Yes" and "No" cards, having each child answer each question by holding up the correct card.

1. Worcester is the capital of Maine.

2. Montpelier is the capital of Vermont.

3. Worcester is the capital of Massachusetts.

4. There are rock quarries in both the states of Vermont and New Hampshire.

5. Some of the exports from Boston Harbor are oil, coal, rubber, wood pulp, sugar, and coffee.

6. Some of the imports to Boston Harbor are oil, coal, rubber, wood pulp, sugar, and coffee.

7. The potato capital of the United States is Rhode Island.

8. Maple syrup is gathered in the state of Vermont.

9. The smallest state in the New England states is Connecticut.

10. The city of Bridgeport, Conn. raises corn as its main produce.

11. The city of Bridgeport manufactures machinery, electrical equipment, firearms, ammunition, clocks, and phonograph records.

12. Some boats used by fishermen are called diesel trawlers.

13. Lobsters are caught on hooks.

14. Most factories in the early days were run by steam.

15. The largest state in New England is Maine.

Study Guide

The New World and Its Growth
Follett

High Group

DIRECTIONS: Answer the questions below on another piece of paper. After finishing all questions, check your answers.

1. How is New England different from the Southeast?	1. New England is much more rocky and hilly than the Southeast.
2. What kind of climate does New England have?	2. New England has very cold winters and short, warm summers.
3. Name two mountain ranges in New England.	3. Two mountain ranges located in New England are the Green Mountains, and the White Mountains.
4. Name 7 products of the farm and sea.	4. Potatoes, lobsters, blueberries, cranberries, oysters, tobacco, and maple syrup.
5. Name three very common types of fish found off the coast of New England.	5. Herring, haddock, and cod.
6. Name 8 manufactured products of New England.	6. Machinery, textiles, footwear, wood products, jewelry, hardware, clocks, and watches.

Study Guide

The New World and Its Growth (Middle Group)
Follett

DIRECTIONS: Write the definition of each word in the blank beside it. When you have finished all the questions, check your answers.

Aroostook		a plain near the coast of Maine
climate		weather
committed		act of having done a crime
common		a small grassy field in the center of a village
cranberries		small red berries, good to eat
manufacturing		making something for use or sale
punishment		what happens as a result of a crime
thermometer		an instrument used to measure how hot or cold it is

Study Guide

The New World and Its Growth (Low Group)
Follett

DIRECTIONS: Using the words below, choose the right word to match each definition and write the word beside the definition.

population
dense
estimate
freighter
Concord
apprentice
Worcester
valuable
runway
Holyoke
sheltered
Providence
Aroostook
Merrimack
quarry

---

hidden ______ sheltered

capital of New Hampshire ______ Concord

city in Massachusetts ______ Worcester

number of people living in a place ______ population

potato region in Maine ______ Aroostook

something of worth ______ valuable

river in New Hampshire ______ Merrimack

city in Massachusetts noted for paper and wood pulp ______ Holyoke

place cleared for planes to land and take off ______ runway

thick and heavy ______ dense

place where rock is mined ______ quarry

guess ______ estimate

SOCIAL STUDIES

The following words are associated with Maine, New Hampshire or Massachusetts. Put each word in the column under the name of the state where it best fits.

Boston
plastics
dairying
mining
Lake Winnipesaukee
Cape Cod
tall buildings
Augusta
the pine cone
many deep inlets and harbors
quarrying
maple sugar
Charles River
highest mountain in New England
Connecticut River
wood pulp
textile mills
Bar Harbor
Bunker Hill
paper mills
electronics
street cars

Maine	New Hampshire	Massachusetts

Maine	New Hampshire	Massachusetts
many deep inlets and harbors	highest mountain in N.E.	Charles River
wood pulp	quarrying	textile mills
Bar Harbor	dairying	Bunker Hill
paper mills	maple sugar	Cape Cod
Augusta	Connecticut River	Boston
the pine cone	Lake Winnipesaukee	mining
		plastics
		electronics
		street cars
		tall buildings

Map Directions

Place each of the following on your map:

1. Put in the names of the six New England States.
2. Put an X where the capital of each state should be.
3. Write the names of each capital beside the X.
4. Name as many lakes, oceans, rivers, canals, bays, and mountains as you can. Put them on the map.
5. Put an S on the smallest state.
6. Put an L on the largest state.
7. Put a W on all the states that border the Atlantic Ocean.
8. Put an R on the two states that have a river as the boundary between them.

PUPIL QUESTIONNAIRE

This questionnaire is a guide to helping each child select a project or specialty.

SCHOOL ______________________ ROOM NO. ______________________

GRADE ______________________ NAME ______________________

1. What games and sports do you like best?
2. What things do you like to make?
3. What would you like to learn to do?
4. What are your favorite books and magazines?
5. What are your favorite radio programs?
6. What are your favorite television programs?
7. What kinds of movies do you like best?
8. What interesting places have you visited?
9. If you could make two wishes and have them come true, what would they be?
10. What places would you like to visit?
11. What do you usually do after school each day?
12. What do you do to help around the house?
13. Do you take music lessons, or lessons of any other kind after school?
14. How many people are in your family? Give the ages of your brothers and sisters.
15. Does your father have any hobbies? Name them.
16. What school subject do you do well?
17. What school subject do you need the most help in?
18. Name some of your hobbies.
19. What does your father do?
20. What do you plan to do to make a living when you grow up?
21. Do you think you want to go to college?
22. Do you like to work alone, or do you prefer to work in a group?

Pupil Specialties

Directions To The Pupils. Each person will be assigned at least one "top secret" project to be done as well as possible. These projects must be kept secret from the rest of the class. You may work on locating information, sketching, or making any part of your project whenever you finish your regular class work. The completed project should be put together somewhere where your classmates will not see it until it is unveiled on the day it is due.

When you have finished a "top secret" project, you may be assigned another "top secret" project, a "holiday" project, or a "special" project. You must complete at least one "top secret" project during the year.

Use as many references as possible, some of them are listed on the back of your project card. Try to use as many of your own ideas as possible in developing your project.

Any supplies that you may need should be ordered from me as soon as possible after you are assigned a project.

If you plan to write to any business firms for information to be used in your project, do it as soon as your project is assigned.

Top Secret Project Card (Grade 5)

(Front of card) Assigned 6 Oct. 7 Due 28 Oct.

New England

1. Pupil's name
2. Assignment:
    a. Make a products' chart of New England and a chart showing its industries.
    b. Draw a map of the New England States showing their capitals. Be able to tell something about each capital city.
    c. Display books you have read about early New England life. Be able to tell a little about each one.

(Back of card)

3. Suggestions:

   Use both the table and the bulletin board for a combined display. Plan how you will describe your project.

4. References:

   Parents, Library, dictionary, textbooks, maps, City and State Chambers of Commerce, local industries, Historical Societies, and encyclopedias.

5. Remember your project must contain:

   a. something drawn or sketched
   b. pictures
   c. something made (such as a model)
   d. some written information for others to read
   e. your talk explaining your project

READING

Reading is a complex process and the possible types of activities employing team learning are limitless. The suggestions given in this manual cover only a few of the possibilities. An attempt has been made to give in broad outline form a description of how a program of individualized reading instruction can be geared to the learning needs of children.

The charts included show what activities might be covered in a year's program (Chart A), how these may be broken down into a weekly program (Chart B), and the flow of grouping as it might be used in the daily schedule (Chart C).

Sheets 1, 2, and 3 are sample exercises which the teacher may construct for any reading group. They may be either self-checking or teacher-corrected.

It will be noted that the year's plan for the advanced group shows the possibility of completing the basal reader in three months. Some teachers may prefer to extend the work of the reader and to insert many different types of reading activities on certain days of the week, or to have the group become interested in pupil specialities. (See social studies area.) The types of students within the group would probably determine what activity was used. A few suggestions are offered on Chart A.

The aim of the teacher for the high achievers should be to stimulate creative thinking, to broaden interests, and to strengthen skills. Her aim for the average group might be to help them to complete the basic work of the grade successfully. At the same time she would encourage wide reading in library books. New skills should be carefully taught to these children, with frequent review of skills previously taught. Occasionally assignments should be presented to this group which would challenge the better students, as there are usually a few who may, in time, move into the more advanced group.

The slow group should be studied constantly so that the teacher will have a thorough understanding of their needs. Material used with this group should be less difficult than that used with the average group. The teacher should know the skills covered in the previous grades, and decide which of these must be re-taught. Teacher-made flash cards, exercises and games are important materials for this group. They can work with these in pairs.

This slow-moving group requires the most teacher-attention. Much time should be spent on skills work. Suitable materials (on the correct level) are essential. One day per week might be spent using library materials. Care should be taken in the selection of these. The children in this group should be encouraged to take part in whole class activities as much as possible. Encourage participation in discussion of significance of holidays, or daily news of special interest.

An individualized reading program should include not only skills instruction but provide enrichment activities for all levels. Therefore, the following are suggestions for both areas.

Skills

I. Types of Instruction

  A. Word Skills
  B. Speed and Comprehension
  C. Study Skills

II. Adjustment to Ability Level (See Chart C)

  A. Through grouping

    1. Pupils grouped by ability for instruction at their own level.

    2. Pupils paired by ability within groups for regular class work. Paired practice employed most by upper groups, less by lower levels who are directed more by teacher.

    3. Pupils grouped by common weaknesses for special skills practices, in pairs, threes, or small groups. This grouping might cut across ability groupings which are general in nature.

  B. Through type of materials and assignments

    1. Study guides for high and medium groups (See Sheets 2 and 3)

    2. Self-testing, correcting and recording exercises for those skilled enough to use them.

    3. Specialties reading specifically geared to ability.

    4. Practice materials for the slow groups.

III. Adjustment to Progress Rates

  A. By allowing pupils to work as rapidly as they can through materials provided (See Sheets 1, 2, and 3)

  B. By allowing pupils to move to work of a higher level as soon as they have completed the work of any one level

  C. By providing a program of sequential instruction

    1. With adequate practice on each new skill

    2. With special practice for weaknesses in specific skills

  D. By providing for participation by each pupil

    1. With use of every-pupil response

    2. Paired-pupil practice

    3. Whole class activities (Choral reading, drama, etc.)

E. By providing for self-direction

1. Making children acquainted with team-learning techniques and showing them how to direct themselves

2. Making skills material available to the children for practice whenever possible as they see fit.

3. Encouraging children to be as independent as possible in their specialties program and library reading

IV. Steps in Individualizing Instruction

A. Determine the approximate level of instruction to be provided by estimating the ability of each child
(Tests may be used but this is time-consuming.)

B. Group in pairs by ability within groups

C. Make note of individual weaknesses for practice in specific area—
Plan to regroup as necessary to provide skills practice as needed

D. Make a tentative yearly plan of what is to be covered in the skills program

E. Make a plan of skills to be taught weekly leaving time for the enrichment program

Enrichment

I. Types of Instruction

A. Teacher-directed activities

B. Class-directed activities

C. Individual enrichment projects

II. Adjustment to Ability Level

A. Through choice of activities which take into consideration the age and interest level of the majority of the children as a group

B. Through provision of time for the individual interests in the enrichment area

III. Self-direction

A. By allowing the children to indicate the kinds of enrichment activities they most enjoy

B. By encouraging small groups of children to plan and conduct some form of enrichment activity for themselves

C. By helping individual children to pursue specific interests for themselves

IV. Enriching learning -- In the elementary grades the teacher should look for ways to give the students experience with many different forms of enrichment activity.

V. Enjoyment -- Whatever activities are chosen by the children or the teacher, it is important that nothing be attempted that results in so much laborious preparation as to make the activity distasteful. The emphasis of enrichment activities should be on interest and fun.

VI. Steps in Individualizing the Enrichment Program

A. Consider the age and interest level of the children in the grade and find activities to suit that level.

B. Make a survey of interests and talents in the class and the resources available for starting a specialties program. (See Social Studies area.)

C. Keeping in mind the planning that has already been done to provide for the skills program, plan the use of enrichment time in terms of class activity and individual activity.
The preparation of a weekly plan will be preferable to a plan which lists activities for a year.

D. Begin the plan for enrichment by presenting some enjoyable whole-class activity on the first day on which the plan lays aside time for it.

E. Introduce the specialties program as early as it seems possible for work to be done on it with some choice of source. The first specialties assignments should have only a short duration, so that the pace is lively and the goals near.

F. Continue with teacher directed whole class enrichment activity until there is some indication that pupils may be ready to undertake the presentation of some enrichment activity themselves.

G. Allow the work on the specialties program to become gradually more elaborate as the children become more skillful in the use of resources and materials of presentation.

VII. Some suggestions for Enrichment Activities:

Displays
Choral reading
Play reading
Story telling
Group singing
Movies
Slides
Radio or TV
Reading directions for making or doing things

Chart A

YEARLY PLAN

Adv. Group	12 wks. Basal Reader Planned Reading plus total class activities
Av. Group	Year's Work - Basal Program - 3 or 4 days each week Special skills one day a week--one day current events or free reading
Low and very low Group	Year's Work -- Adjusted Program Skills practice as often as needed. Suitable materials. Library reading encouraged.

Suggestions:

The fast achievers might easily complete the year's requirement in the basal reader within a few months. A program could then be planned for the remainder of the year. Some things this group could do are:

1. Read many library books. Build a chart listing favorite books.
2. Dramatize favorite stories.
3. Do research on topics of interest.
4. Do advanced dictionary work.
5. Read stories from parallel readers for various purposes:
    a. Write questions for others to answer.
    b. Change the ending of a story.
    c. Compare stories.
    d. Draw pictures to illustrate stories.
6. Take responsibility for bulletin board on current events.

The average group might spend the entire year on basal reading materials. This might occupy the reading time for three or four days each week. One day could be used for library reading or current events. If desired, each of these activities could be done on the same day on alternate weeks.

The slow group needs much practice on skills including meaningful word analysis practice and perhaps work with sounds of letter blends. Gradually, they may be able to move into skills practice of the higher level groups.

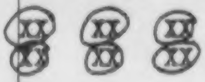
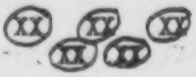
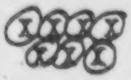
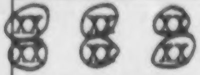
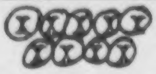
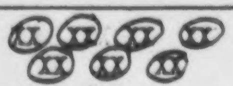
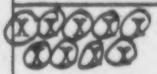
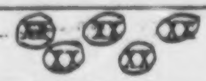
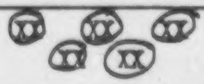
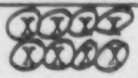
Chart B

PLAN FOR A WEEK'S PROGRAM

	Monday	Tuesday	Wednesday	Thursday	Friday
High Group	Comprehension	Word Skills	Comprehension	Study Skills	Guided Reading Enrichment
Middle Group	"	"	"	"	"
Low Group	Word Skills	Special Practice	"	Word Skills	"
Very Low Group	" "	"	Word Skills Word Skills	"	"

Chart C

SUGGESTED DAILY PLANS

High	Middle	Low	Very Low
Study Guides (Pairs)	Study Guides (Pairs)	Guided Reading on Specialties	Word Work with Teacher
Word Analysis (Pairs)	Guided Reading	Word Work with Teacher	Reading Workbook (Pairs)
Guided Reading	Word Analysis (Pairs)	Reading Workbook (Pairs)	Guided Reading
Flow of Grouping			
			X X X T X X X
		X X X X X X X X T	
			
High	Middle	Low	Very Low
Speed Drills	(Same as High)	Word Analysis.	(same as Low)
Guided Reading	(Same as High)	Locational Skills-speeded Prs. competing	Sounds of roots, prefixes, teacher directed
As above	As above	Exercises on spelling of roots prefixes Teacher directed	Locational Skills (Pairs)
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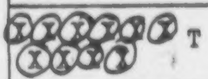
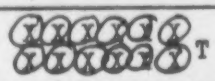
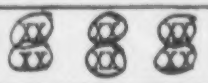
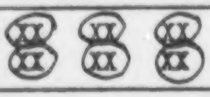
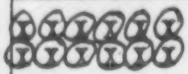
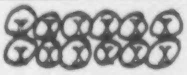
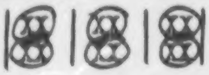
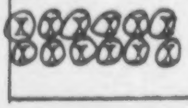
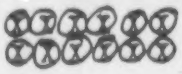
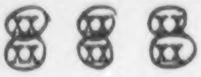
			
			X X X X T X X X X
		X X X X T X X X X	

Sheet I

Word Meaning (1)

I. Put these words into two groups below: chest, bishop, knight, eyelash, aviator, waist, blacksmith, nose

Parts of the Body	People
A.	A.
B.	B.
C.	C.
D.	D.

II. Where would one wear these things? (Use the words above.)

A. a waistcoat ____________
B. eyeglasses ____________
C. eyelash ____________
D. a belt ____________

III. Which person would:

A. fly a plane ____________
B. shoe a horse ____________
C. ride a horse ____________
D. be in a church ____________

IV. Is this true? Write "Yes" or "No" in each space.

A. An aviator is a pilot. ____________
B. A knight is a churchman. ____________
C. A blacksmith works with iron. ____________
D. A bishop has a sword. ____________

Word Meaning (2)

I. Put these words into groups below: footman, joint, ancestor, hips, forehead, immigrant, comrade, elbow

Parts of the Body	People
A.	A.
B.	B.
C.	C.
D.	D.

II. Match what he is with what he does:

A. ancestor ________
B. footman ________
C. immigrant ________
D. comrade ________

1. is a friend
2. has descendants
3. waits on tables
4. comes into a country
5. sings

Sheet II

Study Guide No. 1

"Snake Hill"
Engine Whistles

Directions: Read these questions with your partner, then find the answers in the story.

1. Why did Mr. Lane take the wood road?

____

2. Find words in the story with the following meanings:

   a. proudly or joyfully ______________
   b. danger ______________
   c. wild or mad ______________
   d. troubled or worried ______________
   e. in a delighted way ______________
   f. to make sharp, sudden noises ______________

3. What stopped Pinkie's and Charlie's quarrel?

____

4. Why did Bill Turher back his car up the hill?

____

5. Match the following people with the correct cars?

   Mr. Lane
   Mr. Hastings
   Dan Cutter
   Bill Tunner

Model T ______________

Oldsmobile ______________

Rolls-Royce ______________

Pierce-Arrow ______________

Sheet III

Study Guide No. 2
"They Join a Fair"
Runaway Home

Directions: Read the story by yourself, then answer these questions with your partner.

1. Why did Mr. Green suggest that Mr. Harding be drawing someone to attract customers?

2. In what sort of a mood were the Hardings when they arrived at the fair?

3. Give two reasons for this feeling:

4. What kept the plantation from being burned during the Civil War?

5. What part of New Orleans did the Hardings like best?

6. What do these phrases mean?

   redbirds flying in streaks of scarlet

   The Castle drifting southward

   Drifting into the heart of Spring

7. What prefix used in the story means across or beyond? ________

   What prefix means between or among? ________

   What prefix means middle? ________

   What does the suffix ward mean? ________

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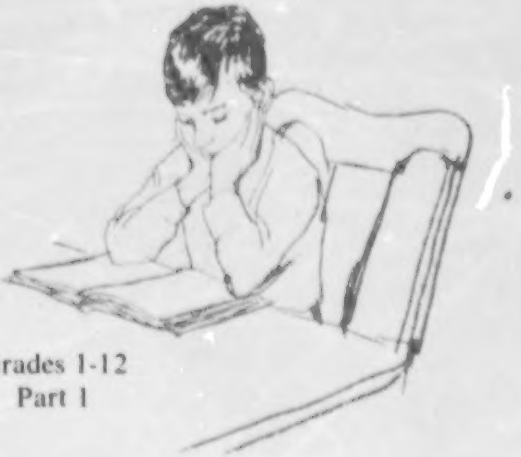
READING

CURRICULUM



GUIDE

Grades 1-12
Part 1

THE COMMONWEALTH OF MASSACHUSETTS
DEPARTMENT OF EDUCATION

DIVISION OF CURRICULUM AND INSTRUCTION
Bureau of Curriculum Services

Publication of This Document Approved by Alfred C. Holland, State Purchasing Agent
5M-4-72-051422
Est. Cost $.94

FOREWORD

At no other time in the history of American education has so much emphasis been placed on encouraging each student to reach his full potential in the area of communication. Since one of the cornerstones of communication is undeniably the ability to read, to understand, and to react to printed materials, we find ourselves reexamining the traditional methods and goals of reading instruction.

To help the cities and towns in the Commonwealth improve their reading services to young people, the Department of Education with assistance from members of a Reading Curriculum Advisory Committee designed this first section of what will eventually be a two-part performance-based curriculum guide in reading. This section represents an effort to assist local administrators, supervisors, and teachers to identify and to assess student skills and attitudes. The second section will describe student alternatives, based on multiple approaches in methods and materials, for achieving objectives defined in the first section.

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Commissioner of Education

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Recognition and appreciation are due to the Division of Occupational Education for its assistance.

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INTRODUCTION

The goal of instruction is to modify behavior and attitudes. Therefore, the first purpose of a reading curriculum guide must be to describe clearly and precisely the kinds of behavior and attitudes which should be the result of the interaction of students, teachers, and printed materials. What can the student do and how does he feel after instruction that he could not do or did not feel before instruction?

Teachers and supervisors need to have clearly in mind the behavioral changes they seek before they can make wise choices of either methods or materials for achieving these changes and also before they can evaluate the results of their efforts. It seems so obvious as not to need saying: no one can tell whether he has arrived unless he knows precisely where he intended to go. For these reasons, the first section of the Massachusetts *Reading Curriculum Guide* has been organized as follows:

1. Skills involved in reading instruction are listed. Shown under each skill are the:
   a. Performance objectives related to that skill. (These are expressed in terms of pupil, not teacher, behavior or activity.)
   b. Items (in boxes) for measuring the student's achievement of the objective. These items are samples only. They are not complete tests for these reasons:
      (1) The teacher should be free to measure in any way he desires, keeping in mind the need for objectivity.
      (2) Since most of the performance objectives are appropriate for students of widely varying ages and abilities, performance may be measured at many levels of complexity. In most instances, therefore, more than one sample is provided, but no attempt is made to include all possible degrees of difficulty.
      (3) Where long selections would have been required, samples were omitted.
2. Attitudes and interests developed through reading instruction are listed.

The fact that only a small part of the *Guide* is devoted to statements concerning the affective aspects of reading should not mislead the reader into believing that these aspects are any less important than the skills aspects which are so much easier to state and to measure objectively. Little is gained by teaching a child *how* to read if, at the same time, he does not acquire a *desire* to read and an appreciation for what reading can do to make his life more useful and pleasant. Thinking in behavioral terms can lead to emphasis on mechanical, even trivial detail because this detail is easily measurable. There are some very important results of a good reading program which are not immediately observable — they may be seen only in some future behavior, often out-of-school behavior. Indeed, they may never be directly observable, for at times, only the student's self-assessment of what goes on in his mind must be relied upon. The fact, however, that behavioral objectives must be recognized for what they can do — and *also* for what they cannot do — does not diminish their value in adding structure and system to an educational program.

The *Guide* is ungraded. The decision to produce it in this form was reached because of (1) the trend toward an ungraded organization in the schools of the Commonwealth, (2) the fact that teachers of widely differing student populations (remedial/corrective vs. developmental, high socio-economic vs. low, etc.) will be using it, and (3) the fact that there is no complete agreement among authorities concerning the allocation of different levels of specific skills to specific grade levels. For example, is the use of short vowel sounds in word recognition an early first-grade skill or a second-grade skill? Authorities differ on this point and many others. However, to give the teacher some guidance, each list of performance objectives related to a specific skill is arranged in order of increasing difficulty so far as this could be determined. Each series of sample evaluation items is also in order of increasing difficulty to suggest ways in which the same basic kind of behavior may be measured at increasing levels of pupil maturity.

One consideration of concern to the committee was the form in which performance objectives in word recognition should be written. Should they follow the common sequence of phonetic understandings found in most basal reading programs or some kind of "linguistic" sequence? The former was chosen as being in most common use in the schools of the Commonwealth at the date of writing the *Guide*. (See Appendix for material with a different emphasis.)

Skills and attitudes in reading are not mutually exclusive. For example, skills in using the dictionary contribute to the development of word recognition, of word meaning, and of certain study skills. In instances such as this, the subskills and performance objectives are stated in that part of the *Guide* where, in the opinion of the committee, teachers will find them most usable. (Refer to the Table of Contents for a listing of major areas of reading instruction.)

It should be noted that some of the skills and attitudes are too sophisticated for introduction to small children who are just beginning the process of learning to read. These skills would first become of importance, therefore, to teachers of children in the later years of the elementary schools. A very few, in fact, might not be introduced until the students are in secondary schools.

It should be noted further that mastery of a skill or full development of an attitude has not occurred until the student exhibits the expected behavior automatically when occasion demands. In the case of a few skills and attitudes, this kind of automatic response may be achieved long before the end of the secondary school experience. For most skills and attitudes, however, the need exists for additional experiences at increasingly complex and sophisticated levels throughout the student's total school experience.

It is the individual teacher's responsibility, then, to determine the performance objectives appropriate for the students with whom he is currently working. In this way, a workable individualization of instruction can be achieved.

BEHAVIORAL OBJECTIVES

WORD IDENTIFICATION

Background Skills

Skill Ability to identify similarities and differences visually (visual discrimination).

- When presented with a series of objects or pictures of objects, the student can identify similarities and differences.

Circle the two pictures that are the same.

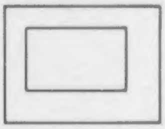
(picture of cat)	(picture of horse)	(picture of cat)

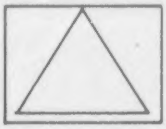
Circle the picture that is different.

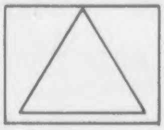
scene A	scene A	scene B (minor details different)

- When presented with a series of drawings of abstract objects such as geometric forms, the student is able to identify similarities and differences.

Circle the two drawings that are the same.







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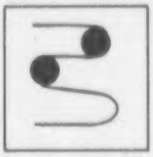
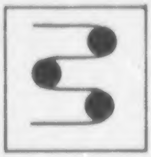
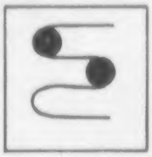
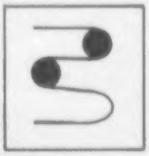


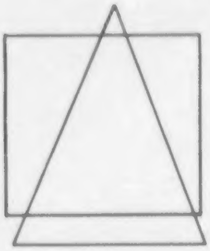






- When the outline of a geometric figure is superimposed upon the outline of a different geometric figure, the student can trace the outline of one of the figures.

Trace the outline of the square.



- Given three upper case letters that are alike and one that is different, the student can identify the letter that is different.

Circle the letter that is different.

A G A A

Circle the letter that is different.

M M N M

- Given a series of four lower case letters three of which are alike and one that is different, the student can identify the letter which is different.

Circle the letter that is different.

h h j h

Circle the letter that is different.

d b b b

- Given a series of words having similar configuration, the student can identify the words that are exactly alike.

Circle the two words in each row that are the same.

1. that that than then
2. bear pear dear bear

Circle the word in each row that is different from the other words in the row (time limit).

1. nuclear nuclear unclear nuclear
2. through through through thought
3. component competent competent competent
4. translation translation translation transportation

- Given a stimulus word and a series of letter sequences which all contain the same letters, but in a different sequence, the student can identify the stimulus word.

Circle the word in each row that is the same as the first word in the row.

1. was was saw swa saw
2. able labe leab able blea

Underline the word in each row that is the same as the first word in the row (time limit).

1. series sirees sereis series
2. solution sotulion nolutios solution
3. repentant repentant repantent nepertant

Skill Ability to retain a visual pattern (visual memory).

- After having been exposed briefly to a picture, the student can list orally the objects in the picture.

Look at this picture. When I cover it, I want
you to name all the things you saw.

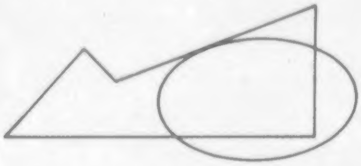
(uncluttered picture
of several objects)

Look at this picture. When I cover it, I want
you to name all the things you saw.

(picture with a great
deal of detail)

- Shown a geometric figure, the student can draw the figure from memory.

Look at this figure. When I cover it,
I want you to draw it (expose briefly).



- When shown a letter on a flash card, the student can find the letter in a sequence of letters.

Circle the letter in each row which
is the same as the one flashed.

1. A B G O W

2. O M Z G H

Circle the letter in each row which
is the same as the one flashed.

1. h n r t f

2. p d b q j

- When shown a letter sequence, the student can select that sequence from a set of letter groups.

Circle the group of letters in each row that is the same as the one flashed.

1. deb rad bab rab

2. nam wam mur nom

Circle the group of letters in each row that is the same as the one flashed.

1. fidgam fibgam fidgom fidgan

2. emlester enlester emlister emtesler

Skill Ability to hear and use likenesses and differences in sound (auditory discrimination).

- The student can identify various sounds.

One of your classmates is going to make different sounds. Close your eyes and tell the sound you hear.

1. (Sound of knocking.)
2. (Sound of ball being bounced.)
3. (Sound of pencil being sharpened.)

- Given a word orally by the teacher and the names of objects in a series of three or four pictures, the student is able to select and name the pictured object which rhymes with the word.

Select the picture of an object that rhymes with *red*.

(picture of rose)	(picture of ball)	(picture of bed)	(picture of moon)

- Given orally a short poem with rhyming words, the student can state the rhyming words.

Tell me two words in this jingle that rhyme.

Jack be nimble,
Jack be quick,
Jack jump over
The candlestick.

Mother Goose

Tell me two words in this poem that rhyme.

Boats sail on the rivers,
And ships sail on the seas;
But clouds that sail across the sky
Are prettier far than these.

Christina Georgina Rossetti

- Given a stimulus picture on the left side of a page and a series of pictures following, the student can identify the picture whose name begins with the same sound as the stimulus picture.

Single Consonants

Circle the picture whose name begins with the same sound as the name of the first picture.

(picture of monkey)	(picture of sun)	(picture of moon)	(picture of desk)	(picture of girl)

Blends

Circle the picture whose name begins with the same blend as the name of the first picture.

(picture of plate)	(picture of present)	(picture of plums)	(picture of flower)	(picture of skate)

- After listening to a series of four words pronounced by the teacher three of which have the same beginning sound, the student can name the word which has a different beginning sound.

Single Consonants

Which of the words that I say begins with a sound different from the other words?

sun moon mirror maple

Blends

Which of the words that I say begins with a blend different from the other words?

splice please splash split

- After listening to a series of four words pronounced by the teacher three of which have the same final sound, the student can name the word which has a different final sound.

Single Consonants

Which of the words that I say ends with a sound different from the other words?

game kiss seam dim

Blends

Which of the words that I say ends with a sound different from the other words?

plump damp lisp camp

- Given a consonant and a list of three words, the student can identify the word which begins with the given consonant.

I will say three words. Tell me which word begins with *m*.

walk corn man

I will say three words. Tell me which word begins with *l*.

lunch ran sew

- Given an incomplete oral sentence, the student can supply a missing word which completes the context and has the same initial consonant as a given stimulus word or letter.

Use a word that begins like *man* to finish the sentence.

At night, we sometimes see the ____________.

Use a word that begins with this letter to finish the sentence. (Show a *b*.)

The boy swung his racket at the ________.

Skill Ability to recognize and name the letters of the alphabet.

- The student can match letters.

Circle the letter in each row which is the same as the first letter in the row.

1. B M B O T
2. M V N M W

Circle the letter in each row which is the same as the first letter in the row.

1. c e o a c
2. b b d p q

- The student can match corresponding upper and lower case letters.

Circle the small letter in each row that is the same as the capital letter.

1. B a g b c d
2. D h j k b d
3. F m t f j e

- The student can recognize upper end lower case letters.

Circle the letter *B* below:

C B A G O

Circle the letter *b* below:

b d p q p

- The student can name upper lower case letters.

Name the letters shown below:

B A G F D

Name the letters shown below:

j a p m l

Skill Ability to use left to right sequence.

- Given a series of pictures, letters, numerals, or words, the student can identify the items from left to right.

Name the objects in the pictures from left to right.

(picture of ball) (picture of pen) (picture of kite) (picture of flag)

Name these letters and numerals from left to right.

c o z m w
5 3 1 9 7

Read the words in each row from left to right.

Dick jump ran come
man fan Dan can

Sight Vocabulary

Skill Ability to pronounce basic words without analysis (at sight).

- The student can recognize on flash (3 seconds) 90% of the first hundred words on the Fry[1] word list for remedial reading.

INSTANT WORDS

First Hundred

GROUP 1	*GROUP 2*	*GROUP 3*	*GROUP 4*
1. the	he	go	who
2. a	I	see	an
3. is	they	then	their
4. you	one	us	she
5. to	good	no	new
6. and	me	him	said
7. we	about	by	did
8. that	had	was	boy
9. in	if	come	three
10. not	some	get	down
11. for	up	or	work
12. at	her	two	put
13. with	do	man	were
14. it	when	little	before
15. on	so	has	just
16. can	my	them	long
17. will	very	how	here
18. are	all	like	other
19. of	would	our	old
20. this	any	what	take
21. your	been	know	eat
22. as	out	make	again
23. but	there	which	give
24. be	from	much	after
25. have	day	his	many

---

[1] Edward Fry, "Developing a Word List for Remedial Reading," *Elementary English*, November, 1957, pp. 457-458.

- The student can recognize on flash 90% of the second hundred words on the Fry word list for remedial reading.

INSTANT WORDS

Second Hundred

	GROUP 5	*GROUP 6*	*GROUP 7*	*GROUP 8*
1.	saw	big	may	ran
2.	home	where	let	five
3.	soon	am	use	read
4.	stand	ball	these	over
5.	box	morning	right	such
6.	upon	live	present	way
7.	first	four	tell	too
8.	came	last	next	shall
9.	girl	color	please	own
10.	house	away	leave	most
11.	find	red	hand	sure
12.	because	friend	more	thing
13.	made	pretty	why	only
14.	could	eat	better	near
15.	book	want	under	than
16.	look	year	while	open
17.	mother	white	should	kind
18.	run	got	never	must
19.	school	play	each	high
20.	people	found	best	far
21.	night	left	another	both
22.	into	men	seem	end
23.	say	bring	tree	also
24.	think	wish	name	until
25.	back	black	dear	call

- The student can recognize on flash 90% of the third hundred words on the Fry word list for remedial reading.

INSTANT WORDS

Third Hundred

GROUP 9	*GROUP 10*	*GROUP 11*	*GROUP 12*
1. ask	hat	off	fire
2. small	car	sister	ten
3. yellow	write	happy	order
4. show	try	once	part
5. goes	myself	didn't	early
6. clean	longer	set	fat
7. buy	those	round	third
8. thank	hold	dress	same
9. sleep	full	fall	love
10. letter	carry	wash	hear
11. jump	eight	start	yesterday
12. help	sing	always	eyes
13. fly	warm	anything	door
14. don't	sit	around	clothes
15. fast	dog	close	though
16. cold	ride	walk	o'clock
17. today	hot	money	second
18. does	grow	turn	water
19. face	cut	might	town
20. green	seven	hard	took
21. every	woman	along	pair
22. brown	funny	bed	now
23. coat	yes	fine	keep
24. six	ate	sat	head
25. gave	stop	hope	food

- The student can recognize on flash 90% of the fourth hundred words on the Fry word list for remedial reading.

INSTANT WORDS

Fourth Hundred

	GROUP 13	*GROUP 14*	*GROUP 15*	*GROUP 16*
1.	told	time	word	wear
2.	Miss	yet	almost	Mr.
3.	father	true	thought	side
4.	children	above	send	poor
5.	land	still	receive	lost
6.	interest	meet	pay	outside
7.	government	since	nothing	wind
8.	feet	number	need	Mrs.
9.	garden	state	mean	learn
10.	done	matter	late	held
11.	country	line	half	front
12.	different	remember	fight	built
13.	bad	large	enough	family
14.	across	few	feel	began
15.	yard	hit	during	air
16.	winter	cover	gone	young
17.	table	window	hundred	ago
18.	story	even	week	world
19.	sometimes	city	between	airplane
20.	I'm	together	change	without
21.	tried	sun	being	kill
22.	horse	life	care	ready
23.	something	street	answer	stay
24.	brought	party	course	won't
25.	shoes	suit	against	paper

- The student can recognize on flash 90% of the fifth hundred words on the Fry word list for remedial reading.

INSTANT WORDS

Fifth Hundred

GROUP 17	*GROUP 18*	*GROUP 19*	*GROUP 20*
1. hour	grade	egg	spell
2. glad	brother	ground	beautiful
3. follow	remain	afternoon	sick
4. company	milk	feed	became
5. believe	several	boat	cry
6. begin	war	plan	finish
7. mind	able	question	catch
8. pass	charge	fish	floor
9. reach	either	return	stick
10. month	less	sir	great
11. point	train	tell	guess
12. rest	cost	hill	bridge
13. sent	evening	wood	church
14. talk	note	add	lady
15. went	past	ice	tomorrow
16. bank	room	chair	snow
17. ship	flew	watch	whom
18. business	office	alone	women
19. whole	cow	low	among
20. short	visit	arm	road
21. certain	wait	dinner	farm
22. fair	teacher	hair	cousin
23. reason	spring	service	bread
24. summer	picture	class	wrong
25. fill	bird	quite	age

- The student can recognize on flash 90% of the sixth hundred words on the Fry word list for remedial reading.

INSTANT WORDS

Sixth Hundred

	GROUP 21	*GROUP 22*	*GROUP 23*	*GROUP 24*
1.	become	herself	demand	aunt
2.	body	idea	however	system
3.	chance	drop	figure	lie
4.	act	river	case	cause
5.	die	smile	increase	marry
6.	real	son	enjoy	possible
7.	speak	bat	rather	supply
8.	already	fact	sound	thousand
9.	doctor	sort	eleven	pen
10.	step	king	music	condition
11.	itself	dark	human	perhaps
12.	nine	themselves	court	produce
13.	baby	whose	force	twelve
14.	minute	study	plant	rode
15.	ring	fear	suppose	uncle
16.	wrote	move	law	labor
17.	happen	stood	husband	public
18.	appear	himself	moment	consider
19.	heart	strong	person	thus
20.	swim	knew	result	least
21.	felt	often	continue	power
22.	fourth	toward	price	mark
23.	I'll	wonder	serve	president
24.	kept	twenty	national	voice
25.	wall	important	wife	whether

Phonic Analysis

Skill Ability to use single consonant sounds to pronounce unfamiliar words.

- The student can provide the sound represented by a single consonant when it is found in the initial position of a one-syllable word.

This word is *at*. Now read the rest of the words.

bat rat fat vat
cat hat mat sat

- The student can provide the sound represented by a single consonant when it is found in the final position of a one-syllable word.

This word is *bit*. Now read the rest of the words.

den wig bid mop
tot bib jam man

- Given words containing the consonants *c* and *g*, the student can pronounce them correctly.

Read the following words:

goat gym lug glad cage
cent coal city cot cane

Skill Ability to use consonant digraphs to pronounce unfamiliar words.

- The student can provide the sound represented by a consonant digraph when it is found in the initial position of a one-syllable word: *sh, ch, ph, th, wh.*

This word is *in*. Now read the rest of the words.

chin thin shin

- The student can provide the sound represented by a consonant digraph when it is found in the final position of a one-syllable word: *ch, ph, sh, th, ng, nk, gh.*

This word is *wish*. Now read the rest of the words.

with wink wing

Skill Ability to use consonant blends to pronounce unfamiliar words.

- The student can provide the sound represented by a consonant blend when it is found in the initial position of a one-syllable word: *bl, cl, fl, gl, pl, sl, spl, br, cr, dr, fr, gr, pr, scr, shr, spr, str, thr, tr, sc, sk, sm, sn, sp, spl, sw, tw.*

This word is *am*. Now read the rest of the words.

swam clam tram
slam pram scram

- The student can provide the sound represented by a consonant blend when it is found in the final position of a one-syllable word: *ft, lt, nt, st, ld, nd, lf, lk, nk, mp, sp.*

This word is *lift*. Now read the other words.

list lisp lilt limp lint link

Skill Ability to use single vowels to pronounce unfamiliar words.

- The student can provide the sound represented by a single vowel when it occurs at the beginning or in the middle of a syllable.

Read the following words:

yam asp ox shod pyx pith
sag lug fen gush lax hip

- The student can provide the sound represented by a single vowel when it occurs at the end of a syllable.

Read the following words:

hi lo spry be

- The student can provide the sound of a single vowel when it occurs in a syllable which ends in a consonant and silent *e*.

Read the following words:

pane fume wine Pete
zone lame lime tome

- The student can provide the sound of a single vowel when it is followed by an *r* in the same syllable.

Read the following words:

cur fir germ fork
lard her blur jerk

Skill Ability to pronounce *a* followed by *l* or *w*.

- The student can provide the sound of *a* when followed by *l* or *w*.

Read the following words:

salt gall malt flaw
tall balk raw bawl

Skill Ability to pronounce *i* followed by *ld*, *nd*, or *gh* and *o* followed by *ld*.

- The student can provide the sound of *i* when followed by *ld*, *nd*, or *gh* and *o* when followed by *ld*.

Read the following words:

grind
hind
mild
fold
bold
blind
flight
sigh

Skill Ability to pronounce two contiguous vowels.

- The student can provide the most common sound of *ai, ay, ee, ea* and *oa* when they occur in a word.

Read the following words:

screech
fray
yeast
poach
breech
gleam
plain
float

- The student can recognize that each of the following vowel pairs very often has more than one pronunciation, and he can select from the possible pronunciations the one that results in a word that fits the context: *au, ei, eu, ew, ey, ie, oe, oo, ou, ow, ui, uy*.

Read the following sentences:

1. The boy in the bow tie made a bow.
2. My mother wound a bandage around the wound.
3. My sweater got caught on the hook as I stooped to pick up my boot.
4. My throat feels rough when I cough.

- The student can provide the sound of the diphthongs *oi* and *oy*.

Read the following words:

foil
coin
soil
coy
soy
ploy
toil
spoil
toy

Skill Ability to use syllabication to pronounce unfamiliar words.

- The student can read words having within them two contiguous consonants.

Read the following words:

letter	happy	connect
rabbit	pepper	matter

Read the following words:

doctor	margin	parcel
mention	confess	infant

- The student can read words which have within them one consonant between two vowels and which can be divided either before or after the consonant. He will use his speaking and/or listening knowledge of the word to determine whether to divide before the consonant (thus creating an open syllable) or after the consonant (a closed syllable). If the word is not in his speaking and/or listening vocabulary, he will check his pronunciation in a dictionary.

Read the following words:

hotel	raven	habit	river
wagon	potato	silent	promise

Read the following words:

protest	revolt	property	primary
legion	reverent	primitive	legend

- The student can read words which have within them a blend or digraph which is usually retained as a unit when the word is divided into syllables.

Read the following words:

surprise apron decrease ashamed
hydrant telephone fable complete

- The student can read words ending with a consonant followed by *le*.

Read the following words:

maple scramble table
hurdle miracle tumble

- The student can read words in which a prefix and/or suffix is treated as a unit and the remainder of the word is recognized through the use of other analysis skills.

Read the following words:

unlikely injustice comfortable
helpless disobey fatherly

Skill Ability to use clues to stress to pronounce polysyllabic words.

- The student can place the stress on the first syllable in two-syllable words which belong to the following spelling patterns:

    1. Two like consonant letters following the first vowel letter (cannon, ladder).
    2. The letters *ck* at the end of the first syllable (nickel, jacket).
    3. A consonant plus *le* at the end of the word (ramble, eagle).

Read the following words:

puppet pucker bottle
furrow packet cripple
funnel rickets bundle

- The student can place the stress on the second syllable of two-syllable words in which a final silent *e* or two vowels together in the second syllable indicate a long vowel sound in the second syllable.

Read the following words:

parade
explode
remote
obtain
indeed
conceal

- The student can place the stress on the syllable before the inflectional ending or suffix where two like consonants precede the ending or suffix.

Read the following words:

propeller
referring
occurring
permitted
regretted
beginning

- The student can place the stress either on the syllable just before the inflectional ending or suffix or on the second syllable before the ending or suffix when only one consonant precedes the ending or suffix. He will use his listening/speaking vocabulary to determine which is correct and, if the word is not in his listening/speaking vocabulary, will check his pronunciation in a dictionary.

Read the following words:

competing
traveler
labeled
promoted
refusal
preceded

- The student can use clues to accent found in suffixes. When reading words with the suffix *-ate*, he will place the stress on the second syllable preceding the suffix. When reading words with the suffixes *-ity*, *-ic*, *-ical*, *-ian*, *-ial*, *-ion*, or *-ious*, he will place stress on the syllable immediately before the suffix.

Read the following words:

appreciate
facilitate
aggravate
tragedian
managerial
unanimity
angelic
suspicious
enigmatical

- The student can place the stress on the root word in words containing prefixes and/or suffixes.

Read the following words:

absorption
remarkable
experiment

composure
submerge
departing

monthly
admittance
proposal

- Given a word with two possible positions for stress, the student can adjust the stress to derive the pronunciation that fits the context.

Read each sentence placing the appropriate stress on the italicized word.

1. Science is my favorite *subject*.

The lawyer began to *subject* the witness to intensive questioning.

2. The *content* of his speech indicated that he was in favor of allowing eighteen-year-olds to vote.

He was *content* to sit quietly in the boat and wait for a fish to nibble at his lure.

3. The king decided to *annex* the small country to his large kingdom.

The girl hurried to the *annex* of the large department store.

Structural Analysis

Skill Ability to recognize compound words.

- Given a word formed by combining two known words, the student can read the word.

Read the following words:

into
today
snowball
schoolhouse

Read the following words:

half-hourly
silversmith
pasteboard
self-centered

Skill Ability to recognize contractions.

- The student can read contractions.

Read the following words:

don't
what's
they're
I'm

Read the following words:

can't
he'll
I've
we'd

Skill Ability to read words to which inflectional endings have been added when the root words are known.

- The student can read a word formed by adding an inflectional ending to a known word when the root word remains unchanged.

Read the following words:

cats
runs
wishes
boy's
Dick's
boys'
taller
tallest
looking
banged
helped
wanted

- The student can read a word formed by adding an inflectional ending when the final consonant of the root word has been doubled.

Read the following words:

hopped
rubbed
dimmed
sinning
dripping
hitting

- The student can read a word formed by adding an inflectional ending when the final *e* of the root word has been dropped.

Read the following words:

hoping
liking
riding
wider
widest
writing
larger
largest
hoped
stranger
strangest
liked

- The student can read a word formed by adding an inflectional ending when the final *y* in the root word has been changed to *i*.

Read the following words:

cries
tried
carried
difficulties
funnier
happiest

- The student can read a word formed by changing *f* to *v* and adding *-es*.

Read the following words:

wives
leaves
halves
shelves
calves
elves

Skill Ability to recognize words to which suffixes have been added when the root words are known English words.

- The student can read a word formed by adding a suffix when the root word remains unchanged.

Read the following words:

careful
changeable
movement
helpless
rainy
quickly
kindness
motorist

- The student can read a word formed by adding a suffix when the root word has been changed.

Read the following words:

muddy
movable
happiness
admittance
facial
stoppage
noisy
natural
reliance
sympathize
baggage
irritation

Skill Ability to recognize words to which prefixes have been added when the root words are known English words.

- The student can read a word formed by adding a prefix to a known word.

Read the following words:

unhappy
retell
dislike
misspell
incomplete
intake
pretest
postwar
subway
transplant
interchange
superhighway

- The student can read a word formed by adding a prefix to a known word when the prefix is not spelled in its usual way.

Read the following words:

immodest
illegal
irresolute
affix
oppress
correlate

Skill Ability to recognize known English words to which both prefixes and suffixes have been added.

- The student can read a word formed by adding both a prefix and a suffix to a known word.

Read the following words:

uncertainty
enlargement
unhappiness

disinfectant
subconsciousness
reconstruction

Dictionary Skills

Skill Ability to locate a word in a dictionary.

- The student can demonstrate his knowledge of the alphabet in sequence.

Write the letters of the alphabet in order.

Each set of letters below is part of the alphabet. Fill in the missing letters in each set.

1. b __ d __ f
2. d __ __ g __
3. __ m __ o __
4. q r __ __ u

- Given a list of words, the student can arrange those words in exact alphabetical order (alphabetizing by second, third, fourth letter, etc.).

Write the words in each list in alphabetical order.

1. dinner __________
   airplane __________
   circus __________
   field __________
   balloon __________

2. pond __________
   gate __________
   money __________
   lunch __________
   seven __________

Number the words in each list in the order in which they would appear in a dictionary.

1. substance ____
treaty ____
prairie ____
stallion ____
thatch ____
quench ____

2. respiratory ____
respectable ____
responsive ____
respiration ____
responsible ____
respondence ____

- Given a list of words, the student can quickly indicate the part of a dictionary each word appears.

Think of the alphabet as divided into four parts. All the words beginning with letters *A* through *D* are in the first part; *E* through *L* in the second part; *M* through *R* in the third part; and *S* through *Z* in the last part.

Circle the set of letters that shows the part of a dictionary in which each word will be found.

1. princess a-d e-l m-r s-z
2. captain a-d e-l m-r s-z
3. hundred a-d e-l m-r s-z
4. shoulder a-d e-l m-r s-z

- Presented with a set of guide words and a list of words, the student can indicate which words would appear on a page with those guide words.

Place a check mark after every word that would appear on a page having these guide words at the top:

reptile ***resemblance***

1. repulse ______
2. rescue ______
3. resin ______
4. robust ______
5. research ______
6. request ______

- Given a list of derived and inflected word forms, the student can identify the root to use in locating the appropriate entry word.

Write the root word under which you might find each of the following words:

1. disgraced ______________
2. capably ______________
3. weariness ______________
4. counties ______________
5. curtly ______________
6. movable ______________

Skill Ability to pronounce an unfamiliar word by using dictionary symbols.

- Presented with a key word for a given phoneme and a list of words, the student can identify all the words that contain the same phoneme as the key word.

The first word in each row is a key word for the sound of the italicized letter. Circle the words in each row that have the same sound.

1. r*o*pe	show	cow	boy	toe	cold	float
2. *a*ge	weigh	they	laugh	head	pail	car
3. *e*gg	bread	be	ebb	said	sudden	beat

- Given a pronunciation key,* the student can demonstrate an understanding of the relationship between the pronunciation of a known word and its phonetic respelling.

Circle the one word in each row that is the right key word for the vowel sound in the first word in the row. Use the pronunciation key below.

1. train hat āge câre fär

2. bowl hot ōpen oil out

hat, āge, câre, fär; let, ēqual, tėrm; it, īce; hot, ōpen, ôrder; oil, out; cup, pu̇t, rüle, ūse; ə represents the sound of *a* in about, *e* in taken, *i* in pencil, *o* in lemon, *u* in circus

Using the pronunciation key below, underline the one phonetic respelling in each row which shows the pronunciation of the first word in that row.

1. dawn (dōn) (doun) (därn) (dôn)

2. rough (rou) (ruf) (rō) (rog)

hat, āge, câre, fär; let, ēqual, tėrm; it, īce; hot, ōpen, ôrder; oil, out; cup, pu̇t, rüle, ūse; ə represents the sound of *a* in about, *e* in taken, *i* in pencil, *o* in lemon, *u* in circus

- Presented with a pronunciation key and phonetic respellings, the student can demonstrate that he recognizes the function of diacritical markings, visual syllabic divisions, and accent marks as he derives the pronunciation of the word.

---

*Pronunciation key used on this and subsequent pages is from the Thorndike-Barnhart Dictionaries, published by Scott, Foresman and Company.

Using the pronunciation key below, pronounce the following words:

1. stalk	(stâk)	3. curve	(kėrv)
2. height	(hīt)	4. route	(rüt)

hat, āge, cãre, fär; let, ēqual, tėrm; it, īce; hot, ōpen, ôrder; oil, out; cup, pu̇t, rüle, ūse; ə represents the sound of *a* in about, *e* in taken, *i* in pencil, *o* in lemon, *u* in circus

Using the pronunciation key below, pronounce the following words:

1. requisite	(rek′ wə zit)
2. falcon	(fôl′ kən)
3. diaphragm	(dī′ ə fram)
4. cozenage	(koz′ ən ij)

hat, āge, cãre, fär; let, ēqual, tėrm; it, īce; hot, ōpen, ôrder; oil, out; cup, pu̇t, rüle, ūse; ə represents the sound of *a* in about, *e* in taken, *i* in pencil, *o* in lemon, *u* in circus

Skill Ability to derive the appropriate meaning from a dictionary.

- Working with a matching set of known words and definitions, the student can demonstrate that he knows what a definition is.

Write the letter of the matching definition after each word.

1. forest ______ 2. plank ______ 3. lumber ______

a. A heavy, thick board

b. A dense growth of trees and underbrush covering a large area.

c. Wood that can be used for building houses, ships, etc.

- Given a word and several meanings of that word, the student can select the appropriate meaning of the word for the given sentence.

Write the meaning of the italicized word. Choose the meaning from those listed below.

It was time for the campers to *strike* their tents and move on.

____

strike **1.** To hit. **2.** To come upon something suddenly. **3.** To take down. **4.** To seize the bait. **5.** To quit work.

- When a word appears in context and several definitions are provided, the student can recognize the function of the word in the sentence (part of speech) in selecting the appropriate definition.

Write the italicized word and the meaning that best fits the sentence.

Many famous theater and sports personalities *frequent* that restaurant.

frequent **1.** adj. Happening often. **2.** v. To visit often.

- When presented with an unknown word in a sentence and the definition of that word, the student can write the sentence substituting the definition for the unknown word.

Read each sentence using the definition in place of the italicized word.

The bus was used to *convey* guests from the train station to the hotel.

convey carry; transport.

The speaker's words caused a *furor* among the delegates.

furor outburst of wild excitement

- Working from the definition of an entry word, the student can adapt this definition to fit the context in which an inflected form of that word appears.

Read each sentence using the correct form of the definition in place of the italicized word.

1. They could see broad plains *extending* to the south and west.

extend Stretch out.

2. Beyond the hills to the north, *loftier*, snow-capped mountains could be seen.

lofty High; tall.

- Given a word in context and a definition, the student can transpose words or paraphrase to adapt the definition to the context.

Read each sentence using the definition instead of the italicized word.

1. Many of the houses in the village had *thatched* roofs.

thatched Made of straw.

2. An owl is a *nocturnal* bird.

nocturnal Moving about at night.

3. The students decided that one of the reports was not *pertinent* to the topic they were studying.

pertinent Having to do with the matter at hand.

Skill Ability to use a dictionary as a reference for spelling (including capitalization and changes due to inflection), derivations, abbreviations, acronyms, contractions, and regional pronunciations.

- The student can use a dictionary to determine the correct spelling of words.

Underline the words below that are spelled correctly.

1. fourth of July
2. embargos
3. indexes
4. occured
5. botanical
6. beginning

- The student can use a dictionary to trace the etymology of any given word.

The words below appear in a story. Use your dictionary to find the language from which each word came originally. Write the name of the language beside the word.

1. antarctic ____________________
2. expedition ____________________
3. crevasse ____________________
4. zero ____________________
5. trek ____________________
6. height ____________________

- The student can use a dictionary to check syllabication when he is writing.

Are these words divided correctly? Check *yes* or *no*. Then check the syllabic divisions in a dictionary.

		yes	*no*
1. reforestation	refore / station	_____	_____
2. navigation	nav / igation	_____	_____
3. mathematics	mathe / matics	_____	_____
4. investigate	invest / igate	_____	_____

- The student can use a dictionary to determine reasons for variant pronunciations.

Use a dictionary to answer the following questions:

1. In which country is the word *depot* usually pronounced (dep′ o) rather than (de′ po)?

____

2. Do the British pronounce the word *schedule* (sked′ ul) or (shed′ ul)?

____

- The student can use a dictionary to determine the word or words for which an abbreviation stands.

Find each of the following abbreviations in a dictionary. Write the word or words for which the abbreviation stands.

1. Dr. ____________________
2. qts. ____________________
3. P. S. ____________________
4. Rev. ____________________
5. In. ____________________
6. Mr. ____________________
7. St. ____________________
8. Ave. ____________________

- The student can use a dictionary to determine the words for which the letters of an acronym stand.

Find the words for which the letters in each acronym stand in a dictionary. Write the words on the line beside the acronym.

1. NATO ______________________________
2. NASA ______________________________
3. CARE ______________________________
4. WAC ______________________________
5. UNICEF ______________________________

Word Meaning

Skill Ability to attach meaning to printed symbols.

- The student can match words with pictures.

Match the words with the pictures by drawing a line from each word to the picture that goes with it.

fish	(picture of sock)
pig	(picture of fish)
king	(picture of dish)
sock	(picture of king)
dish	(picture of pig)

- The student can select the correct synonym for a given word.

Circle the word which is a synonym for the first word in the row.

big red small large happy

Circle the word which is a synonym for the first word in the row.

scarcity wealth insertion lack interference

- The student can select the antonym for a word when given several alternatives.

Circle the word which is the antonym for the first word in the row.

happy sad pretty loud good

Circle the word which is the antonym for the first word in the row.

construct build mention demolish worry

- The student can select the correct hononym to fit the context.

Underline the word which fits in the sentence.

1. He told me a long (tail, tale) about his adventure with the sailboat.
2. Will you (meat, meet) me at one o'clock next Friday?

Context

Skill Ability to use context clues.

- When listening to a sentence in which a key word is missing, the student can from his understanding of the context select a picture which represents a word to use for the missing word.

As you listen, look at the pictures. Put your finger on the picture that fits in each sentence that I read to you (small group testing).

(picture of tree)

(picture of dog)

(picture of book)

1. The bird flew to the ________________.
2. My favorite story is in this old ________________.
3. My ________________ barked at the cat.
4. I see a nest up in the ________________.

- When listening to a paragraph with a key word missing, the student can select a word from three given words to complete the paragraph.

Listen to some short paragraphs. One word is missing in each one. Hold up the card with the word that will finish the paragraph. (Each pupil has three cards with these words: *hot, cold, work.)*

1. The summer sun was shining brightly. John went in for a swim. It was a very ________________ day.
2. Mother cleans the house, washes the clothes, and cooks meals for the family. This is Mother's ________________.
3. Mother said, "Tom, don't forget your mittens. It is very ________________ this morning."
4. The fire burned in the fireplace. Tom wanted to get warm. He went close to the fire, but it was so ________________ that he had to move away.

- When listening to a sentence or paragraph with a key word missing, the student can supply a word of his own to complete the sentence or paragraph.

One word is missing in each sentence or paragraph that I will read to you. Tell me a word that would complete the sentence or paragraph (individual testing).

1. The store where we buy food is called a ________________.
2. Mr. Brown paints houses with a ________________.
3. Some of the boys and girls who traveled on the bus with Tom were in his own class. All of them were in the second ________________.
4. Nothing was right in Tom's eyes. He found fault with everything his twin brother did. He was very ________________.

- Using direct explanation as a clue, the student can discover the meaning of an unfamiliar word.

Explain the meaning of the italicized word in the following sentence:

The *whale,* the biggest animal that lives in the sea, is hunted for its oil.

Explain the meaning of the italicized word in the following sentence:

In South America, many families live huddled in their *flavellas,* or mountainside homes.

- Using his background of experience, the student can discover the meaning of an unfamiliar word.

Explain the meaning of the italicized word in the following:

When Mother made *taffy* apples, she dipped the apples in hot caramel and let them cool.

Explain the meaning of the italicized word in the following:

The boy ran all the way home waving a card in his hand. In an *exultant* voice he called, "Mom, at last I got an *A*!"

- Using comparison or contrast clues, the student can discover the meaning of an unfamiliar word.

Explain the meaning of the italicized word in the following:

The two dogs were playing. One dog was very large, the other *tiny*.

Explain the meaning of the italicized word in the following:

Facial expressions tell much about an individual. Some are open and radiate good will, while others seem *sinister*.

- Given an unfamiliar word which summarizes the ideas which precede it, the student can discover the meaning of the word.

Explain the meaning of the italicized word in the following:

There were hundreds of men, women, and children at the game. The little boy had never seen such a *crowd*.

Explain the meaning of the italicized word in the following:

The warriors went through the country taking food, farm animals, and valuable goods such as clothing and gems. Few of the citizens were spared by the *plundering* enemy.

- Given a word which reflects the mood of the context, the student can feel the mood and thus discover the meaning of the word.

Explain the meaning of the italicized word in the following:

She chewed her nails and wrung her hands. We had never seen any performer so *nervous.*

Explain the meaning of the italicized word in the following:

Old Mr. Stone barked at the boys, "Get off my property, or I'll call the police!" The boys knew he had a reputation for being *irascible,* so they were not surprised at this outburst.

Skill Ability to recognize situations in which insufficient context clues are present and consulting a dictionary is necessary.

- The student can distinguish between a situation in which context clues suggest the meaning and a situation in which he must consult a dictionary.

Explain each italicized word below. Indicate whether you used context clues or a dictionary to determine the meaning.

1. Some people who work in Boston, live not in the city itself but in its *environs.* They travel into the city by car, bus, or train.
2. Mrs. Jones was known as a *gullible* woman.
3. The men pulled together to bring the large *seine* ashore.

Roots and Word Elements

Skill Ability to use prefixes to help determine the meanings of words.

- The student can comprehend an unfamiliar word which consists of a known root word and a known prefix.

Read each sentence noting the italicized word. Then underline the phrase which completes the sentence correctly.

1. If you *replace* a book, you

   a. put it back where you found it. b. put it in a convenient place.

2. When you *circumnavigate* an island, you

   a. sail away from it. b. sail around it.

Read each sentence noting the italicized word. Then write the meaning of that word. Do not use a dictionary.

1. Miss Jones decided to *preview* (______________) the filmstrip before showing it to the class.

2. The fog was *omnipresent* (______________) in the large city.

Skill Ability to use a suffix to help determine the use a word may have in a sentence.

- The student can comprehend the use of an unfamiliar word which has been created from a known word and a known suffix.

Read each sentence. Decide which of the words below the sentence fits in that sentence.

1. The two little girls were both very ______________.

   friendship friendly friendliness

2. The ad says the new stove is suppose to be ______________.

   smokeless smoky smoker

Skill Ability to comprehend words with both prefixes and suffixes.

- The student can comprehend an unfamiliar word created from a known root word to which a known prefix and suffix have been added.

On the line below each sentence write a definition of the italicized word.

1. Dinosaurs were large, *prehistoric* animals.

____

2. Her kindness to the young orphan would never be *repayed*.

____

Skill Ability to use Latin and Greek roots and/or word elements as clues to the meanings of words.

- The student can identify the Latin or Greek root and/or word element in an unfamiliar word and attach a meaning to it.

Complete the following list. The first one is done as a sample.

Word	*Root or Word Element*	*Meaning of Root or Word Element*
1. immobilize	mobil	move
2. inanimate		
3. exportable		
4. condominium		

- The student can use Latin and Greek roots and/or word elements to help determine the meanings of unfamiliar words.

On the line below each sentence, write the meaning of the italicized word as it is used in the sentence.

1. Some kinds of china are *translucent.*

   ____

2. Max said the decision was *irrevocable.*

   ____

3. Name a country which is *conterminous* with the United States.

   ____

- The student can recognize common roots when the roots have varying spellings.

On the lines following each pair of words, write the root and its meaning.

Words	Roots	Meanings
1. script	____________	____________
scribble		
2. mission	____________	____________
admit		

Skill Ability to move the eyes from line to line without losing the place.

- The student can read two or more lines without skipping a line.

Skill Ability to express accurately and meaningfully the spoken equivalent of written sentences which contain no more than one unknown word in twenty running words (instructional level).

- The student can read with 95% accuracy of word recognition.
- The student can read with clear enunciation.
- The student can group words in meaningful phrases.

Read the following sentence aloud:

Bill went to school.

Read the following sentence aloud:

The boy went to the store to buy a loaf of bread.

Read the following sentence aloud:

Each woman on the medical circuit has beside her radio an outline of the human body with numbered sections and a cabinet of carefully labeled drugs.

Read the following poem aloud:

This afternoon I think I'll pile
The apple wood that David split;
Or rake and sweep the dirt floor
Down cellar; or, if the wind dies,
Assemble the last mountain of this year's
Leaves, and drag it off to rot in rain
And snow . . . .

- The student can observe punctuation marks and vary his voice accordingly.

Read the following sentences aloud:

1. John ran home.
2. Where did John go?
3. Come here quickly!

Read the following sentences aloud:

1. The passengers who were sick were quarantined.
2. The passengers, who were sick, were quarantined.

Read the following sentences aloud:

1. Trouble was, their daughter was way the other side of Paris.
2. Even if he can't drive, the car gives him a lot of pleasure.

- The student can read with appropriate volume.
- The student can adjust his rate to his audience, his material, and his purpose.
- The student can vary his pitch in relation to the content.

- The student can alter both stress and tone of voice to reconstruct either the literal meaning demanded by context or an implied meaning.

Read the sentence "He is my brother" as you would speak it in replying to each of the italicized sentences:

1. *Who is he?*
   He is my brother.
2. *Oh, he is not your brother!*
   He is my brother.
3. *Isn't he John's brother?*
   He is my brother.
4. *I thought that other boy is your brother.*
   He is my brother.

Read each of the following aloud to bring out the meaning indicated:

1. I have seen many strange people. I once saw thirty odd professors within one month (thirty professors who are odd).
2. There are thirty odd professors at the meeting (about thirty professors).
3. These twelve professors are well-educated, but here are thirty more learned professors (thirty professors more learned than the twelve).
4. Twelve learned professors were on the committee. Later, thirty more learned professors were added (thirty additional learned professors).

Read the sentence "Brutus is an honorable man" to convey the following meanings:

1. Brutus *is* an honorable man.
2. Brutus is *not* an honorable man.

Skill Ability to look ahead so that eye contact is maintained with the audience (eye-voice span).

- The student can look at his audience frequently and not lose his place.

Literal

Skill Ability to locate specific information.

- Given a sentence, paragraph, article, or story, the student can identify *whom* it is mainly about.

Sentences

Underline the word or words in each sentence that tell *whom* it is about.

1. Father went to work.
2. After school was over, the children went skating.

Underline the word or words that tell *whom* the sentence is about.

All his life, Samuel Gompers had been used to the labor movement and accepted as a matter of course that every wage-earner should belong to the union of his trade.

Paragraphs

Underline the word or words that tell *whom* the paragraph is about.

Jim is glad to see the summer come because he loves to play out of doors and in the water. On warm, sunny days he goes to the beach. Sometimes he goes mountain climbing with his friends. When he goes to the lake, he goes fishing, swimming, and water skiing.

Underline the word or words that tell *whom* the paragraph is about.

A short while after Fort Sumter fell, President Lincoln asked Robert E. Lee to command the United States Army. Lee had a hard decision to make. It was perhaps the most difficult problem he had ever faced. If he accepted the honor President Lincoln offered him, he would have to fight against his own friends and neighbors. If he refused, he would have to resign from the army he had served for more than thirty years.

- Given a sentence, paragraph, article, or story, the student can identify *what* it is mainly about.

Sentences

Underline the word or words that tell *what* the sentence is about.

The box of candy was unopened on the table.

Underline the word or words that tell *what* the sentence is about.

Insulators, especially rubber, glass, and wood, are used to help prevent leakage of electricity.

Paragraphs

Underline the word or words that tell *what* the paragraph is about.

Controlling one of the gateways to the west, was Fort Duquesne. It stood on the triangle of land where the Monongahela and Allegheny Rivers join to form the Ohio River.

Underline the word or words that tell *what* the paragraph is about.

It was still dark and silent except for the sleepy bark of a dog. Shadows were deep under the trees that hung over it, but the panes in the front door caught the moonlight with an eerie glint. I could smell peonies in the night air and remembered that they grew along the garden wall. The old house I had known so well in my youth was a stranger to me now. I hadn't seen it in fifty years.

- Given a sentence, paragraph, article, or story, the student can identify *when* the action takes place.

Sentences

Underline the words in the sentence that tell *when* the action takes place.

Tom got a new bicycle on his birthday.

Underline the words in the sentence that tell *when* the action takes place.

In the olden days, people did not believe that man would ever reach the moon.

Paragraphs

Underline the words in the paragraph that tell *when* the action takes place.

Karl stepped down from the train. It was the dead hour just before dawn. He pulled his old suitcase down the steps and began to move slowly down the platform.

Underline the words in the paragraph that tell *when* the action takes place.

The movement for tax-supported schools grew stronger during Andrew Jackson's presidency. It was led by men like Horace Mann of Massachusetts and Henry Barnard of Connecticut. They believed that a democratic government demanded opportunity for education for all. If the people govern, the people should know how to govern. Labor organizations also helped the cause of free public schools. Many working people hoped that their children would make a better living as a result of their schooling.

- After reading a sentence, paragraph, article, or story, the student can identify *where* the action takes place.

Sentences

Underline the word in the sentence that tells *where* the action takes place.

Many small children were playing in the schoolyard.

Underline the words in the sentence that tell *where* the action takes place.

In 1892, the Negro journalist Ida B. Wells launched an antilynching campaign in Memphis, Tennessee, and she was forced to flee.

Paragraphs

Underline the words in the paragraph that tell *where* the action takes place.

A rabbit left his hole in the field one day to look for some food. While he was out eating his dinner of cabbage and grass, a little mouse came along. Discovering the rabbit's home with no one in it, the mouse thought that he could move in. Soon he was warm and happy in his new home.

Underline the words in the paragraph that tell *where* the action takes place.

Whenever they could, the newcomers settled near friends who had arrived before them. For example, many immigrants from Norway, Sweden, and Denmark settled on the rich prairie farmland of Minnesota. Many Germans settled in Wisconsin. All the large cities had areas where newcomers from Italy, Poland, Russia, Hungary, or other European countries settled together.

- Given a sentence, paragraph, article, or story, the student can identify *how* something happened.

Sentences

Underline the words in the sentence that tell *how* the action happened.

Mother stirred the cake mix very fast.

Underline the words in the sentence that tell *how* the action happened.

Standing solemnly, each soldier paid tribute to the fallen hero.

Paragraphs

Underline the words in the paragraph that tell *how* the action happened.

Dinosaurs disappeared gradually from the earth. Although we are not sure of the reasons, scientists think that perhaps the earth grew colder and plants became scarce. When the plant eaters died, the flesh eaters lost their source of food — so they, too, soon died.

Underline the words in the paragraph that tell *how* the action happened.

Settlers could now get land in the Northwest Territory by buying it at the government land office. They could choose the piece of land they wanted and the government would make a record of their purchase. The land could be bought for as little as one dollar per acre. But many settlers could not pay $640 for a square mile of land, so land companies were formed. These companies bought large sections of land and divided it into smaller parts. The smaller sections were sold to people who wished to settle in the Northwest.

- Given a sentence, paragraph, article, or story, the student can identify the action that takes place in the material.

Sentences

Read the sentence and answer the question below:

The steam from the teakettle dampened the walls of the room.

What did the steam do?

Read the sentence and answer the question below:

Fishing companies from both Japan and the United States have built storage and canning plants at several places in Brazil.

What did the fishing companies do?

Paragraphs

Read the paragraph and answer the questions below:

The buffalo stamped twice and sniffed deeply, looking all around, and Yance almost fainted thinking that the wind would sweep around and carry the smell of boy and rifle to the buffalo. The animal finally snorted and lowered its head again.

a. What did the buffalo do?

b. What was Yance afraid the wind would do?

c. What did Yance do?

Read the paragraph and answer the questions below:

Ever since the days of Columbus and other early explorers, sailors have ventured into the oceans surrounding the Antarctic continent. Often they have been caught in violent storms, with howling winds and high waves. Sometimes they have spotted many icebergs in the sea and have been forced to turn away from the continent because of huge fields of floating ice.

a. What have sailors done since early days?

b. What have the forces of nature done to the sailors?

- Given a sentence, paragraph, article, or story, the student can answer a series of questions asking *who, what, where, when,* or *how.*

Sentences

Read the following sentence and answer the questions:

Christopher Columbus, now a grown man and an experienced sea captain, was in Lisbon when Diaz returned from his famous voyage.

a. Who was the experienced sea captain?

b. Where had Diaz been?

c. Where was Columbus?

Paragraphs

Read the following paragraph and answer the questions:

The Indians helped the early settlers of America in many ways. In those early days, the settlers were without food, and the Indians gave them some. They taught the settlers how to plant corn and showed them which of the wild plants and fruits were good to eat. From the Indians, the settlers learned the best ways to hunt and to fish. The Indians also showed the settlers how to make clothing from the skins of animals.

a. Whom is the paragraph mainly about?

b. What did the Indians teach the settlers?

c. When did the Indians help the settlers?

Read the following paragraph and answer the questions:

Three decades ago, a young man named Walt Disney wanted to do something new and different. Every time he tried it — from the first Mickey Mouse cartoon to the first full-length cartoon feature — somebody warned him that the public wouldn't like it. But Disney, a stubborn man as well as a genius, bet on himself and a pet mouse which used to live in his desk drawer. As a result, he became the famous owner of a multimillion dollar studio and a shelfful of Oscars.

a. When did Disney begin to be an influence in the entertainment world?

b. How did he react to skepticism about his ideas?

c. What did he achieve?

- After reading a sentence, paragraph, article, or story, the student can recall most of the details without the assistance of questions.

Sentences

Read the following sentence and be ready to tell as much as you can about it:

The bright, blue sky had many fluffy, white clouds.

Read the following sentence and be ready to tell as much as you can about it:

In the United States millions of acres of land are used to raise food crops such as alfalfa, clover, cowpeas, sorghum, and grasses of different kinds which are dried for hay.

Paragraphs

Read the following paragraph and be ready to tell as much as you can about it:

What is a computer? It is a large instrument made up of hundreds of electronic tubes and miles of electric wire. At a panel connected to the instrument, an operator feeds facts, figures, and symbols into the machine. Many thousands of items of information can be stored in one machine. When the operator wants answers to questions, he asks the machine to make combinations of the information stored in it and to come up with the answers that are needed.

Read the following paragraph and be ready to tell as much as you can about it:

The tourist industry in Mexico contributes greatly to the country's income. Therefore, to encourage tourists, especially from the United States and Canada, four main highways have been built from Mexico's northern border to Mexico City. In a recent year, more than six million tourists spent more than half a billion dollars in Mexico. Some of the money is spent in cities bordering the United States, but much of it is spent in Mexico's world famous tourist centers. These include Mexico City, Acapulco, Cuernavaca, Taxco, and Veracruz.

Interpretation

Skill Ability to make reasonable inferences based on material read.

- The student can reason from facts given to answer questions not directly referred to in the text.

Read the following paragraph and answer the questions:

Johnny himself was really to blame for what happened that day. He had always been a bit too independent for his own good, and since his friendship with the old dog, he had been a great worry to his uncle.

a. Is it likely that something dangerous happened to Johnny?

b. Who was probably with Johnny when something "happened that day"?

Read the selection and the statements which follow. After each statement write *yes, no,* or *can't tell.*

One year Lou Gehrig broke a toe. He played on. When he was knocked out by a wild pitch and suffered an injury that would put most people in the hospital, he was playing the next day. In spite of his many injuries, Lou was a first-rate player.

His first sign of real weakening came in 1939 when he fell repeatedly while ice-skating. When the signs of his slowing up were noticed, the sports writers said he was running down. But the Yankees knew this wasn't really so because a ballplayer slows up gradually — he doesn't come apart all at once.

a. Gehrig could endure much physical pain. __________

b. He was the best outfielder the Yankees ever had. __________

c. Gehrig's disability became rapidly worse. __________

d. He hid his suffering for a long time. __________

e. He was accident prone. __________

f. The broken toe was the cause of all of Gehrig's trouble. __________

- Given a sentence, paragraph, article, or story from which conclusions may be drawn, the student can select from those given the most reasonable conclusion.

Read each of the following. Then put a check after the statement which you consider to be the most reasonable conclusion.

1. It had been a very quiet and respectable neighborhood until the Wrights moved in with their son Danny.
   a. Danny was a habitual delinquent.
   b. He was always full of fun.
   c. He frequently disturbed the neighbors in some way.
   d. He disliked quiet neighborhoods and resented all the quiet neighbors.
   e. He was a bully who frightened other children.
2. Dad was asking Mother some perfectly innocent questions about the new boy at school when we noticed my sister's face had suddenly become flushed. She had stopped eating and appeared to be strangely interested in the spoon that she was still holding in her hand.
   a. She felt rather strongly attracted to the boy.
   b. She was interested in the design on her spoon.
   c. She felt embarrassed when questioned about the boy.
   d. She was very angry with the boy.
   e. She stopped eating because she was not hungry.

- Given a sentence, paragraph, article, or story from which a prediction may be made, the student can make a prediction.

Read the following sentence and answer the question:

The cat was sleeping on the back steps when it began to rain.

What do you think the cat did?

Read the following paragraphs and answer the question:

Dr. Waters was reading up on a case he had treated that morning and had lost track of the passing time. The ring at the door reminded him to look at his watch, and then he wondered who could be coming to consult him at two in the morning.

He opened the door and admitted two men, one of them half carrying, half dragging the other who apparently had been injured. Dr. Waters helped bring him to the examining table. There he ripped open the man's shirt and saw the wound in his shoulder. "He's been shot," said the doctor. "I'll give him some immediate treatment for the emergency, but I'll have to call the police before I do any more than that."

"You'll give him the best treatment you ever gave anyone," snarled the uninjured man, "and you'll keep your trap shut, too."

What do you think happened next?

- Given a sentence, paragraph, article, or story, the student can distinguish whether it is fact or fancy.

Read the following. Decide whether each is fact or fancy and be ready to tell why you decided as you did.

1. If you are a very healthy and active person, you may as well accept the fact that you are a favorite target of the mosquito.
2. When Hercules was a baby, two large snakes crawled into his cradle and Hercules strangled them.
3. Johnny followed Bill into the space ship. There was no one else in the ship. The two boys blasted off and sailed into space with Bill at the controls. They landed on four stars and two planets but did not stay long on any of them. Late that night, they returned to earth.
4. Although whales live in the ocean, they are not fish. They come to the surface and blow out moist air from a hole in the tops of their heads. The whales look as if they have fountains of air escaping from their heads. After they breathe in some more air, they dive below the water again.

Critical

Skill Ability to interpret traits in characters.

- The student can interpret a character by his speech, his actions, what other characters say about him, and what the author says about him.

Read the following passage and answer the questions:

"This is a fine piece of work," Marconi remarked, as he examined a partly finished radio transmitter.

The boy blushed. "I guess it can't be very good, Mr. Marconi. I'm just an amateur."

"I'm just as amateur, too," Marconi replied, grinning at the boy.

a. What trait does Marconi reveal by his final remark?

b. What do we know also about the boy?

Read the following passage and answer the questions:

A beard and mustache! Whatever were Jennifer and Ted Johnson thinking of to let their only daughter Leslie become friendly with a man with a beard and a mustache? These thoughts were running through Miss Sarah's head as she watched the tall, dark gentleman enter the Johnson's house.

Miss Sarah remembered how Leslie's friends had changed from polite little boys to teen-agers with old crates and noisy new sports cars. Most of the boys were nice enough, but this was the last straw — a beard and a mustache! She supposed she might have expected it. Jennifer and Ted had always encouraged and enjoyed their lively, headstrong only child. They even put on airs and gave her ballet lessons. They couldn't really have thought that little girls dancing and jumping around in black underwear are graceful. But it was obvious the Johnsons had never had much of an idea of Miss Sarah's opinions.

a. Which of the following words describes Miss Sarah?

conservative proud broadminded self-pitying inquisitive

b. What kind of parents were Jennifer and Ted Johnson?

c. Compare Leslie with teen-agers you know.

Skill Ability to interpret the mood and tone of a selection.

- Given a piece of writing which is not neutral in tone or mood, the student can describe the tone or mood in appropriate terms.

Read the following. Circle the words below the paragraph which could apply to the mood of the piece.

The explorer, sleeping on the ground, was suddenly wakened by the growling of lions. He waited silently without moving a muscle, hardly breathing. Suddenly he was filled with relief. The lions were playing! They raced like kittens in a game of hide and seek, rolling and tumbling together. As the great tawny beasts came closer to where he was lying, the explorer held his breath. They were leaping almost over his body. At last they moved off into the tall grass, and he reached for his gun which he had carelessly left near the jeep.

suspenseful joyful fearful indignate peaceful

Read the following. Underline words in the selection which indicate the tone. Then write one sentence describing the tone in your own words.

The Jewish community has every right to be angered at the lack of protection for its places of religious worship.

Weeks of torment including the robbing and beating of Jewish citizens were climaxed last week by the setting of fires in two synagogues and the defiling of the Torah, the sacred scrolls that contain the history of Jews from the Creation to the death of Moses.

Members of the congregations are not even safe in their homes and have been attacked while praying in their synagogues.

The burning of the Torah is about the most sacrilegious affront that can occur in the Jewish faith. So great was the worshippers' anguish that they conducted a burial service for the defiled scrolls Sunday and mourned their loss under a burning sun.

Skill Ability to read figurative expressions.

- Given sentences which contain figurative expressions and others which are completely literal, the student is able to identify those which contain the figurative expressions.

Put a check after each sentence containing a figurative expression.

1. The trees stood in a straight row like soldiers at attention.
2. The evening light was dancing across the lake.
3. He was as relaxed as a wet sheet.
4. Great buffalo clouds roamed across the sky.
5. Our neighbors have a beautiful new car.
6. He was a big, easy-going St. Bernard of a man.
7. A wise man takes great care about what he says.
8. He plays golf better than his big brother.

- Given sentences which contain figurative expressions, the student is able to re-word the passages in literal language.

Write each of the following in your own words. Do not change the meaning.

1. Icicles like needles hung from the roof. (Do not use *needles.*)
2. Rain bounced silver balls on the pavement. (Do not use *balls.*)
3. The woman has an orchid face with a cactus tongue. (Do not use *orchid* or *cactus.*)
4. My heart is a little golden fountain. (Do not mention *water.*)
5. The pen is mightier than the sword. (Do not use *pen* or *sword.*)
6. Writing is like pulling the trigger of a gun; if you are not loaded, nothing happens. (Do not mention a *gun* or its parts.)

- Given material containing similes, metaphors, hyperbole, personification, alliteration, onomatopeia, apostrophe, and metonymy, the student is able to identify the type of figurative expression present in each sentence.

Write the name of the figure of speech present in each sentence.

1. Windows are pools of ink. ____________________
2. The wind put its shoulder to the door and tried the latch. ____________________
3. Most musical, the notes blew soft and sweet. ____________________
4. One must have respect for gray hairs. ____________________
5. A face as gentle as candlelight. ____________________
6. O World, I cannot hold thee close enough! ____________________
7. The laboring locomotive coughed and sputtered up the hill. ____________________

Skill Ability to evaluate figurative expressions.

- Given material containing both fresh, original and overworked, hackneyed figurative expressions, the student is able to discriminate between them.

Write *good* after the figurative expression if it is fresh and original and *poor* if it is overworked.

1. His face was as red as a beet. ____________________
2. A man's manners are a mirror in which he shows himself to all who can observe. ____________________
3. He had about as much chance as a woodpecker making a nest in a concrete telephone pole. ____________________
4. A wasp is a tiger soul with elfin wings. ____________________
5. Ted was as hungry as a bear and wolfed down his food. ____________________

- Given passages which contain both appropriate and inappropriate figurative expressions, the student can discriminate among them and give reasons for his decisions.

Decide whether each of the following figurative expressions is *appropriate* or *inappropriate*. Be ready to defend each choice.

1. Remember those lovely, lazy days of spring when the sun snarled like a dog at a new, green world.
2. Birds flung themselves in long curves like aerial skaters.
3. There are many minds that are like a sheet of thin ice. You have to skate on them pretty rapidly or you will go through.
4. Fog is a dragon that constantly weeps;
   Over the highways he stealthily creeps.
   Cranny or nook is not safe from his paws,
   Into the byways he stretches his claws.

Imagery

Skill Ability to react to material by forming mental images of sight, sound, touch, taste, and smell.

- Given a selection, the student can show that he develops mental images as he reads.

After reading the following sentence, draw a picture showing what it is about:

Two bluebirds flew over the white house on their way to the nest in the maple tree.

Read the following poem and answer the questions:

The sea is calm tonight,
The tide is full, the moon lies fair
Upon the straits; — on the French coast the light
Gleams and is gone; the cliffs of England stand,
Glimmering and vast, out in the tranquil bay.
Come to the window, sweet is the night air!
Only, from the long line of spray
Where the sea meets the moon-blanched land,
Listen! you hear the grating roar
Of pebbles which the waves draw back, and fling,
At their return, up the high strand,
Begin, and cease, and then again begin,
With tremulous cadence slow, and bring
The eternal note of sadness in.

from *Dover Beach* by Matthew Arnold

a. From what location is the poet describing the scene?

b. What time of day is it?

c. What is the poet suggesting by the pauses in the lines — for example, the exclamation point after *listen*, the comma after *back*, the comma after *return?*

d. What sounds does the poet suggest?

e. The poet wants to share the sights and sounds with his companion. He also wants to share the smells around him. What line tells you this?

f. What mood do the images create?

Organization

Skill Ability to recognize relationships.

- Given a collection of objects or pictures of objects, the student can classify them according to color, shape, or size and explain his classification.

Sort these objects into piles.

(Provide the children with short and long pencils, cut-out triangles, cut-out squares, etc.)

Sort these shapes into three piles. Then put the shapes in each pile into order of increasing size.

(Provide the children with triangles, circles, and squares of varying sizes.)

- Given a collection of objects or pictures, the student is able to identify irrelevant objects or pictures and state why they are irrelevant.

Here are some pictures. Circle the ones that do not belong in the group.

(picture of ball)	(picture of tree)	(picture of kite)	(picture of skate)	(picture of apple)

Draw a line through the picture which does not belong in this group.

(Three magazine advertisements for cars and one for boats.)

- Given a list of words, the students can identify the irrelevant word in the list.

Cross out the word in each list below that does not belong:

1. Monday
   April
   Tuesday
   Friday

2. candy
   pudding
   potato
   ice cream

Cross out the word in each list below that does not belong:

1. guitar
   saxophone
   trumpet
   statue
   drums
   piano
   violin

2. component
   element
   fraction
   plot
   segment
   part
   section

Skill Ability to use time order.

- Given a group of pictures which depict events of a story, the student is able to arrange the pictures in a time order from left to right.

- Given a list of items arranged in a time sequence, the student is able to recognize that the items are arranged in time order.

Here are some groups of words. Tell why each group is arranged as it is.

1. Sunday, Monday, Wednesday
2. morning, afternoon, night

Tell the order in which the items in each list are arranged.

1. Revolutionary War
   War of 1812
   Civil War
   World War I
   World War II
   The Korean War
   War in Vietnam

2. Washington
   Lincoln
   T. Roosevelt
   F. Roosevelt
   Eisenhower
   Kennedy
   Nixon

- Given a list of related words, the student is able to arrange the words according to time order.

Arrange the words in each list in order, starting with what happened first.

1. tomorrow ________
   yesterday ________
   today ________

2. mother ________
   child ________
   grandmother ________

Arrange the following ideas in time sequence:

1. Loading the car ________
2. Starting the car ________
3. Packing the suitcases ________
4. Choosing a destination ________
5. Adjusting seat belts ________

- After listening to a story, the student can retell the main events in time sequence.

Skill Ability to use rank order.

- Given a group of objects or pictures of objects, the student is able to arrange them by order of rank.

Here are some coins (or pictures of coins). Arrange them in rank order.

1. penny
2. nickel
3. quarter
4. dime
5. half dollar

- Given a list of words, the student can recognize that the items are arranged in order of rank.

Tell the order that is represented in each of the following lists:

1. tin
   copper
   silver
   gold
   platinum
2. tricycle
   bicycle
   automobile
   jet
   spaceship

- Given a list of related words, the student can arrange the words in rank order.

Arrange the following in order of size:

lamb ____________________

mouse ____________________

cat ____________________

horse ____________________

elephant ____________________

Arrange the following in order of rank:

sentence __________________

paragraph __________________

word __________________

phrase __________________

chapter __________________

Skill Ability to use comparison-contrast order.

- Given pictures or words which are related because they are alike or because they are different (comparison-contrast), the student can arrange them in pairs and is able to tell why he did so.

Each item in the first list is related to an item in the second list. Pair the items and be ready to tell why you paired them as you did.

a farm scene
an open door
scissors
girl
lily

a closed door
stapler
rose
a city scene
woman

Each word in the first list is related to a word in the second list. Pair the words and be ready to tell why you paired them as you did.

hawk
belief
karate
metal

knowledge
dove
wrestling
alloy

- Given lists of related words, the student can arrange the words in a comparison-contrast pattern of organization.

Using the words below, make two lists and tell why each word belongs in the list where you put it.

cow
horse
turkey
bull
duck
pig
hen
goose

Arrange the words in the list below into two contrasting lists:

gosling
calf
duckling
duck
goose
horse
colt
cow

Skill Ability to use cause-effect order.

- Given pictures, the student can pair them to show cause-effect.

Arrange the pictures below in pairs to show which one caused the other one.

(boys playing with matches)	(picnic scene with dark clouds)
(children running in the rain)	(picture of a fire engine in a street)
(boys playing baseball)	(school with broken window)

- Given a factual sentence, the student is able to recognize the cause-effect relationship in order to answer a *why* question.

Read the following sentence and answer the question:

Because there had been a snowstorm, John had to wear his boots to school.

Why did John have to wear his boots?

Read each of the following sentences and answer the question:

1. Sound stages look gloomy from the outside because they have heavy concrete walls.

   Why do sound stages look gloomy?

2. When people on the shore saw the three sailboats tip over, they realized that those aboard were not prepared for the sudden gust of wind.

   Why did the sailboats tip over?

- Given a list of related ideas, the student can arrange them in cause-effect sequence.

Here is a list of things that happened. Put them in order to show how one thing caused the next to happen.

1. A kind lady talks to him.
2. He wanders off by himself and gets lost.
3. A little boy goes to the supermarket with his mother.
4. The mother rushes to the office.
5. He cries.
6. The manager announces the little boy's loss over the loudspeaker and asks the mother to come to the office.
7. The little boy hugs his mother and cries again.
8. The kind lady takes him to the office.

Skill Ability to use a simple listing order.

- Given simple lists, the student can recognize that these lists differ from other patterns of organization because they can be rearranged in any order without changing the meaning.

Put a check over each simple list. One list is in time order. Do not check it. It is not a simple list.

butter
bacon
crackers
oranges
milk

crayon drawing
etching
watercolor
oil painting
pastel

oxcart
stagecoach
automobile
airplane
spaceship

dress
coat
shoes
slip
slacks

Skill Ability to use signal words or phrases as an aid in identifying patterns of organization:

- The student can use signal words in identifying patterns of organization: time order, cause-effect, rank order, comparison-contrast, simple list.

Underline the signal words in each paragraph and indicate the pattern: *time order, cause-effect, rank order, comparison-contrast,* or *simple list* after the paragraph.

1. Captain John Turner built the House of Seven Gables in Salem in 1776. Different members of the Turner family lived in the house for three generations. Then the Ingersolls bought it, and it remained in this second family for another three generations. During this time Nathaniel Hawthorne visited the house many times, fell in love with its quaint old rooms, and wrote *The House of Seven Gables.* The house then passed through other private hands until 1916, when Mrs. Emerton bought it. Today the house has become a literary shrine, where one may see many objects connected with Hawthorne and his book.

   ____

2. The United States Congress declared war on England in 1812. Because no one on the western side of the Atlantic knew that the British Parliament had already taken steps toward peace, we were at war. When he heard the story, a 21-year-old portrait painter, Samuel F.B. Morse, thought about this tragedy for a long time. As a result, he began to consider how electricity could be used to send messages. His later invention of the telegraph made him famous.

   ____

3. Certain weak points in Black Hawk's character made his enemies happy. He could be flattered, and his enemies took advantage of his pride. He seemed unable to tell his friends from his foes. He was of a highly romantic nature, and acted often without thinking. But Black Hawk also possessed strong points of character. In his contacts with the white people, he showed a manliness that forces us to think well of him. He was honest in all his dealings. He showed a military genius during the Black Hawk War that ranks him as one of the most intelligent Indians in history. He was always loyal to his people. Their comfort and safety were his first concern.

   ____

Skill Ability to recognize patterns of organization in paragraphs.

- Given a paragraph, the student is able to identify the pattern of organization used in the paragraph: time order, simple listing, comparison-contrast, cause-effect, rank order.

Read each paragraph. Write *time order, simple listing, comparison-contrast, cause-effect,* or *rank order* after the paragraph.

1. Free-falling, as a sport, requires thorough training. The student must first pass a physical examination. Long training sessions are spent in the classroom where wind-drift and weight-shifting problems are practiced. Later the student is allowed to observe experienced jumpers leaving the plane and landing on the ground. The student is not allowed to take his first jump until all these steps are completed.

____

2. Rivers change as the seasons change. Heavy rains and melting snow cause great streams of water to flow down the sides of mountains. This torrent of water pours into the rivers and makes them deep and mighty. In a dry season, the river gets low and often muddy. Very little water comes down the mountainsides. The current of the river is slow and often nonexistent.

____

3. In Thomas Edison's former home and laboratory in West Orange, New Jersey, the National Park Service has established a museum dedicated to the great inventor's amazing accomplishments. Here visitors may see the first phonograph ever made; the original stock ticker which brought Edison his first sizable fee; the first juke box and the first flat disc record; the first *talkie* motion picture apparatus; various kinds of incandescent lamps; and models of the first commercial electric plant and first full-size electric passenger railroad in the United States.

____

4. Grandmother was famous for her cooking. We children loved her baked sausages and applesauce which she often served when we drove to her house for the weekend and arrived cold and hungry for Saturday night supper. Even better were the Sunday morning griddle cakes dripping with Vermont maple syrup. Although we children ate more cakes than the farm hands, we could never seem to get through a strenuous morning of play in the old barn without sampling the sugar cookies which seemed to us beyond comparison with any other sweets we had ever tasted. All these, however, were just the build-up for the greatest treat of all. We were allowed to help prepare it and, reward of rewards, to lick the ladle when it was done. Grandmother's homemade chocolate ice cream was food for the angels.

____

Skill Ability to use relationships to answer questions.

- Given paragraphs or articles, the student is able to answer questions which reflect his understanding of the relationships.

Read each of the following paragraphs and answer the questions:

1. A constant danger in the mines is the cave-in. A man who works in the mines develops the habit of listening for faint, creaking sounds which may be a serious warning. Not long ago, a miner who was sitting in a movie theatre suddenly jumped out of his seat, shouted a warning, and ran for the nearest exit.
   a. Why does a miner develop the habit of listening sharply?
   b. Why do you think the miner leaped from his seat?
2. Primitive man developed the idea of going over bodies of water on logs or other floating objects. Later canoes were used and still later the galleys or boats of the Romans and Greeks. The Middle Ages saw the development of sailing vessels. Many centuries later came the first steam boats. Today the ocean liner is moved by turbines which can propel vessels well over 900 feet long. A hundred and fifty years ago, a month was considered good time for a trip from England to the United States. Now it can be done in less than three days.

   List the following in the order in which they were invented and used for travel: canoes, sailing vessels, steamboats, logs, galleys.

Skill Ability to recognize and use mixed relationships within reading materials.

- The student can identify combined relationships within a paragraph or longer selection: simple listing, cause-effect, comparison-contrast, time order, rank order.

Check the two kinds of relationships you find in the following paragraph. Put a double check before the more important one.

Animals in the San Diego zoo seem to live longer and multiply faster than zoo dwellers in other places. The reason is probably the year-round temperate climate of this California city. It allows most of the creatures to live comfortably in the open air, winter and summer.

simple listing cause-effect comparison-contrast
time order rank order

Check the two kinds of relationships you find in the following selection. Put a double check before the more important one.

There is a winter sport to suit practically every kind of person who has a love of the outdoors when the mercury is plunging and the New England hillsides are clean and white. My first love was snowshoeing, for I was brought up before the era of snow trains and ski tows. Snowshoeing is a mild sport. The worst that can happen is a tumble in the snow and the minor problem of regaining an upright posture when your feet are out of all proportion to the rest of you. But, on days when I want to be alone or when I have no yearning for excitement, I can still strap on the snowshoes and go for a long ramble in the woods to come back refreshed and full of things to talk about. For when you are snowshoeing, you have time to see what is around you. Animal tracks under the trees, the weight of the snow on a lovely branch of pine, the call of a bird in the woods — there is time to see and hear a thousand things during an afternoon of padding softly about on your outsize feet.

But, of course, I couldn't let the rest of the world go by while I stayed behind, so I, too, took to skis. It was a little too late in life for me to become expert at the risk of breaking my neck. Still I have graduated from the amateur slopes and can hold my own with most of my friends. But what a different kind of sport! Speed is the essence of it, and there is the exhilaration of flying through space with particles of snow stinging your face and the ever-present danger of falling and not doing it right. One rarely skis alone. It really is not safe to do so except on the level, so the slopes are usually crowded with people and the skier combines sociability of all sorts with his outdoor sport. I come home from a weekend on the slopes exhausted and renewed at the same time. Yet, once in a while, I still would rather trudge through quiet woods where I have the privilege of making the first tracks except for the furred and feathered creatures who stay there all the time.

simple listing cause-effect comparison-contrast

time order rank order

Skill Ability to recognize main topics.

- Given a list of items, the student can identify the main topic(s) in the list.

Below are several lists of words. One word in each group is the main topic for the group. Write that word on the line above each list.

______

Buick
Ford
cars
Chrysler
Toyota

______

donkey
rabbit
animals
deer
wolf

______

robin
sparrow
wren
bluejay
birds

______

bee
wasp
ant
insects
beetle

______

rose
petunia
dahlia
flowers
pansy

Underline the main topics in the list below:

trees in bloom
snow on ground
shorter days
warmer temperatures
winter
water skiing
daylight saving time
summer
barren trees

- Given a list of related details, the student can state the main topic.

On the line above each list, write a main topic.

______

maple
beech
oak
linden
spruce

______

China
Spain
Italy
France
Bolivia

______

Europe
South America
Asia
Australia
North America

- Given lists of details, the student can delete any irrelevant detail and supply a main topic.

In each list, cross out any detail which does not belong and write a main topic on the line.

____

lair
den
nest
burrow
department
hive
sty
corral

____

barge
canoe
freighter
dory
liner
scow
airplane
elevator

Skill Ability to select a main topic from those given.

- Given a list of main topics, the student can select the topic that best fits the paragraph or selection.

Read the following paragraph. Then underline the main topic that best fits it.

If more than 40 percent of the body's blood is lost, a transfusion is advisable. Blood can be transferred directly into the patient's bloodstream from the reserves of a blood bank or from a living donor. The donor must have a specific blood type. Human blood falls into four categories: *O*, *A*, *B*, and *AB*. The enthrocytes of a man with blood type *A* contain a substance doctors call "A." The same is true for "*B*. *AB* blood contains both A and B enthrocytes, while type *O* has enthrocytes containing neither A nor B. These groups are not of equal size. In the United States, out of every 18 people, 8 are of type *O*, and 7 are of blood type *A*. The other categories contain smaller numbers: only 2 out of 18 are of blood type *B*, and only 1 has blood type *AB*.

blood
blood types
transfusion
size of blood groups

Skill Ability to state the main topic of a paragraph or article.

- Given a paragraph or article, the student can state the main topic.

Write the main topic on the line below the paragraph.

Children in America delight in flying kites for a hobby. There are many kite contests held. Prizes are given for kites which fly the highest. Other prizes are given for the best looking and best made kites. Box kites, tail kites, and tailless kites are among the favorites.

____

Write the main topic on the line below the paragraph.

Helium and hydrogen are the two smallest and simplest atoms. They contain few particles. If we were able to take apart and examine larger atoms, we would find that our conclusion about the difference between hydrogen and helium holds true for all elements. Elements differ according to the number of protons and neutrons found in their atoms.

____

Skill Ability to identify the main idea of a paragraph or article.

- Given a choice of statements, the student can identify the main idea of a paragraph or article.

Read the paragraph. Then underline the main idea.

Before taking the pupils through Disneyland, Miss Smith talked briefly on the wonderful idea which made Walt Disney build Disneyland for children throughout the world. Disneyland is indeed Fantasyland with its underground tunnels and towering castles. Walt Disney must have loved children very much since he spent so much time in making this such a happy place for them to enjoy.

a. Walt Disney built Disneyland to make children happy.

b. Disneyland is a wonderful place.

c. There are tunnels and castles in Disneyland.

Read the paragraph. Then underline the main idea.

A bulletin issued last week by the Board of Health of this city cited several instances where evidence can be found that excessive smoking results in several kinds of bodily dysfunctions. The City Hospital reported that mothers who admitted to heavy smoking during pregnancy tended to produce smaller babies. A high incidence of heavy smokers is found in the case histories of those treated for lung cancer. Smoking may also be responsible for the everyday irritating circumstances which reduce our body's efficiency: sinus conditions, heavy cough, dizziness, etc.

a. Smoking is injurious to health.

b. Expectant mothers who smoke produce smaller babies.

c. Smoking is a bad habit.

Skill Ability to recognize a topic sentence in any position in the paragraph.

- Given a paragraph, the student can identify the topic sentence.

Read the following paragraph. Then underline the topic sentence:

Iodine is used in making some medicine. It is added to the salt we use on our table. Scientists use one form of iodine to "seed" clouds when they want rain to fall. In fact, iodine is used in many ways all over the world.

Read the following paragraph. Then underline the topic sentence.

Now you can even buy dishwashers, tables, tape-recorders, vacations, and jewelry just by phoning the TV station. Television has entered a new phase in marketing. TV auctions have become very popular and very profitable. Current listings indicate that at least one auction is held by a local TV station each week in the United States. This type of selling was unheard of until recently.

- The student can recognize paragraphs which do *not* contain topic sentences.

Skill Ability to state the main idea of a paragraph or article.

- Given a paragraph or article, the student can state the main idea.

Read the paragraph. Then state the main idea in one sentence.

Originally, the flag of the United States had thirteen white stars in a circle on a blue field and thirteen red and white stripes. As our country grew, the number of stars increased and the arrangement on the blue field changed. Today we have fifty stars arranged in rows on a blue field.

Read the paragraph. Then state the main idea in one sentence.

The 1930's saw the lowest gain in population for the last hundred years. This was partly due to laws which limited immigration and partly to the falling birth rate. The 1930's were depression years, when jobs were scarce and wages low. Under these conditions fewer people got married and fewer babies were born. To protect jobs for Americans, the government allowed fewer people from other countries to come and stay in America.

Read the paragraph. Then state the main idea in one sentence.

The fact is that in a new, fast-growing country great virtues have their inseparable companion in great faults. Rampant individualism is a dominant trait of American life. It did much to make the country great. Such faults as ruthlessness, haste, boastfulness, and even lawlessness are not to be treated as isolated phenomena but as the natural accompaniment of a quality indispensable to progress. How could man get to the front on the untamed frontier or in a new industry? He practically had to grab and push. In the United States of 1850, ruthless individualism was, on the whole, a virtue. The great urgent tasks of the time were material tasks, and another dominant trait was materialism. Prairies had to be broken, plains covered with cattle, mines opened, towns built. The country became rich, populous, powerful in a few generations. Materialism had its sordid as well as its constructive side. It made for greed, worship of size, and a contemptuous attitude toward some of the finer parts of life. But in 1850 the country could not have its benefits without its faults, and its benefits were essential.

- The student can distinguish between details which support the main idea of a paragraph or selection and which are, therefore, important to recall and those which merely add color or interest.

Skill Ability to write a summary.

- Given a selection of several paragraphs, the student can write a summary of the main ideas.

Skill Ability to outline material read.

- Given a skeleton outline and a list which includes the title, main topics, and subtopics, the student can show that he understands the basic principle involved in outlining by arranging the topics in the skeleton.

Arrange the following topics in the form of an outline:

by land
by sea
train
jet
ways to travel
steamship
by air
automobile
bus
helicopter
yacht
blimp

I. ____________________
A. ____________________
B. ____________________
C. ____________________
II. ____________________
A. ____________________
B. ____________________
III. ____________________
A. ____________________
B. ____________________
C. ____________________

- Given an article and a partially completed outline, the student can finish the outline.

Read the following article. Then complete the outline below.

While the western lands were being settled, New England, too, was changing. Little towns were growing into cities. People began to take part in more manufacturing. Trade became important.

Boston was the great seaport of New England. Fishing boats in great numbers went in and out of the harbor. Whale hunting was an even greater industry than fishing. The people needed whale oil for the lamps.

The seamen of New England were famous as traders. They brought back raw materials such as tallow and hides from the Pacific Coast. The tallow was made into candles, and the hides were tanned with bark from New England forests and made into leather. Then the leather was made into shoes. In this way, two of New England's leading industries, candle-making and the manufacture of shoes, got their start.

Growth of New England

I. Changes in New England life
    A. Growth of cities ______________________________
    B. ____
    C. ____
II. ____
    A. ____
    B. ____
III. Effect of trade on New England industry
    A. ____
    B. ____

- Given an article and the skeleton of an outline, the student can complete the outline.

Read the following article and complete the outline:

If you want to enjoy a vacation to the fullest, you need to plan carefully. The place to start is with figuring out how you are going to pay for it. There are two ways to get the necessary money: by borrowing or by saving.

After you have solved the money problem, you need to select a vacation spot. If you go to a spot near home, you cut down on travel time and also save a good deal of expense, because often the costliest part of a vacation is getting there and back. However, if you go farther away, you usually have a chance to see new things and perhaps have more excitement because the spot is strange to you.

How will you get there? A decision must be made about the kind of transportation you will use. Go by car if you want to see the country. If safety is a major consideration, trains are probably best. Air travel saves time, but going by boat practically ensures that you will get a good rest en route.

____

I. ____________________
  A. ____________________
  B. ____________________
II. ____________________
  A. ____________________
  B. ____________________
III. ____________________
  A. ____________________
  B. ____________________
  C. ____________________
  D. ____________________

- Given a passage, the student can construct his own outline of the material.

Association

Skill Ability to relate what is being read to real or vicarious experience, including previous experiences in reading.

- The student can answer questions concerning the relationships between what he has read and experiences in his own life.
- The student can discuss orally or in writing aspects of his present reading by relating it to reading he has done in the past.

Answer the following questions (oral discussion):

1. What trick did Jim play in another story we read?
2. What other poem does this one make you think of?

Write one-paragraph answers to the following questions:

1. Compare or contrast "Bloodstain" with any story you have previously read in this book.
2. What have we learned about Russian foreign policy which helps to explain the present situation in the Middle East?

Evaluation

Skill Ability to read critically.

- The student can determine whether or not a speaker or writer is likely to be a sound authority on a given subject.

Write *yes* or *no* after each name to show whether or not you could accept the statement of the person on the subject indicated. If you do not know, write a source you could check which would give you the information you would need.

1. Ted Williams on baseball ____________
2. Albert Einstein on textiles ____________
3. Tom Jones on automobiles ____________
4. Neil Armstrong on the lunar surface ____________
5. Ed Sullivan on international affairs ____________

- The student can determine by noting the date on which a statement was made whether or not the statement is reliable at the time of reading.

- The student can identify "loaded" words.

Underline the words below that you think would be "loaded" for most people:

cement	house	dentist
school	war	Kennedy

- The student can recognize the effect that "loaded" words have on the meaning of a passage.

In each of the following sentences, underline the word which would give a neutral tone to the sentence:

1. The (economical, frugal, stingy) man did his best to save ten dollars a week.
2. She lives in a small (whistle-stop village, rustic town, community).

Underline the words in each advertisement used to influence the buyer.

1. This doubleknit jersey is made to suitcase specifications and ready to travel at a moment's notice.
2. Now how quickly rough hands become soft, flexible hands with Nilonal Lotion which contains lanolin! Your dry skin seems to absorb Nilonel. It dries so completely, leaves your hands soft, lovely.
3. You can now get a new, zippy sports model priced $200 less than our previous lowest priced hardtop.

- Given a selection, the student is able to tell whether it is fact or opinion.

Read the following statements. After each one write *fact* or *opinion*.

1. Every child should own a pet. ______________.
2. The month of February follows the month of January. ______________

Read the following paragraph. Then underline all the factual parts.

Students in Williams High School should be very proud of their school. On recent tests, students scored a whole year above the national average. Teachers and students deserve equal credit for this accomplishment. Williams High School has made greater imporvement in scores than any other school in the city. Skills measured by these tests are more important than anything else students can learn in school.

- Given a topic and some source materials, the student can distinguish between materials relevant to the topic and those which are not.

- The student can detect and analyze faulty logic.

Read the following statements and label each *logical* or *illogical*.

1. No Japanese can be trusted. __________
2. The new play had a favorable review in the *New York Times*. It must be a good play. __________
3. If you are going to live in Vermont this winter, it would be well to equip your automobile with snow tires. __________
4. I may as well make up my mind to settle down to long hours of study in high school. I had bad luck in the first two grades, and I've never learned to read as well as my classmates. __________

Read the following illogical statements. Tell what makes each one illogical.

1. I wasn't surprised to hear of his arrest. He is an only child, you know.
2. Franklin Roosevelt was no fit person for president. He couldn't even prevent divorces in his own immediate family.

- Given glittering generalities, testimonials (the prestige appeal), plain-folks appeal, band-wagon effect, name-calling, the "big lie," and repetition of unsupported statements, the student is able to recognize that these are propaganda techniques.

Read the following statements. Write *P* before each one that contains propaganda.

____ 1. Why be skinny? Don't be a wallflower because you have a figure like a broomstick. Gain more weight by regular use of our products.

____ 2. This cream truly works miracles on the skin.

____ 3. Kitchen Aid introduces a new front-loading dishwasher.

____ 4. Nine out of 10 doctors take aspirin for headache.

- The student can judge the effectiveness of an author's choice of words and organization of ideas.

- The student can recognize the author's purpose (to entertain, to inform, to persuade, to ridicule, etc.).

RATE OF READING

Skill Ability to read with a flexible rate and to maintain good comprehension.

- Given a selection, the student can adjust his rate of reading to the purpose established by the teacher.

- Given a selection, the student can adjust his rate of reading to a purpose he sets for himself.

- Given a selection, the student can adjust his rate of reading to his familiarity with the ideas presented.

- Given a selection, the student can adjust his rate of reading to the difficulty of vocabulary, sentence structure, and content.

Following Oral and Written Directions

Skill Ability to follow directions, oral or written.

- Given directions, the student can follow them.

Follow this direction:

Open your book to page 9.

Follow these directions:

1. Go to Miss Brown's room.
2. Ask her if we may borrow a chalkboard eraser.
3. Tell her that we will return it after class.

Read the following directions and demonstrate that you can follow them:

First: Keep the injured person still and quiet and listen to his complaint.

Second: Send for professional assistance.

Third: Observe and examine the injured area to note any change in its physical appearance.

Fourth: While awaiting professional help, immobilize the injured part by applying a splint. The splint may consist of 2 flat pieces of some solid material such as wood, metal, etc. Sandwich the injured part between these, and secure with a wrapping of pieces of cloth.

Understanding the Parts of a Textbook

Skill Ability to use a textbook.

- Given a textbook, the student can interpret the title page.

Examine your textbook and answer the following questions:

1. What is the title?
2. Who is (are) the author (s)?
3. Which company published the book?
4. Where was it published?
5. What is the original copyright date?
6. Has the book been revised? How many times?

- The student can use the preface (foreword and/or introduction) to become acquainted with the book.

Read the preface (foreword and/or introduction) and answer these questions:

1. What was the author's purpose in writing the book?
2. For whom is it intended?
3. What are the author's suggestions for the use of the book?
4. What if any resources does the author acknowledge using?

- Given the information found in the preface, introduction, and/or foreword of two books dealing with the same topic but presenting differing points of view, the student can identify the position taken by each author.
- Given a book, the student can demonstrate his ability to locate the Table of Contents.
- Given a book, the student can demonstrate his ability to find a specific story and the page number on which it begins in the Table of Contents, and then locate the story or chapter in the book.
- Given a book with a table of contents which contains main topics (or units) and subdivisions, the student can use the table of contents to determine the organization of the book.

- Given a specific topic and a number of books some of which contain information on the topic, the student can demonstrate his ability to scan the Table of Contents for the purpose of identifying the books that contain information on the subject to be discussed.

- Given a chapter in a unit, the student can state the general subject and the most important topics included.

- Given a book, the student can demonstrate his ability to locate the index.

- Given a question or a subject about which the student needs information, he can identify a key word under which to look in an index.

In each question below, underline a key word to use in locating information in the index. If when you looked under this word you found no information, what other word(s) might you use?

1. Which state has the largest salmon industry?
2. What are the life stages of a monarch butterfly?

- Given a simple index without sub-heads or cross references, the student can locate the page(s) on which a topic is discussed.

- Given an index, the student can use sub-heads to locate information.

- Given an index, the student can use *see* and *see also* references.

- Given a textbook, the student can demonstrate his ability to identify the location and purpose of the glossary.

- Given a textbook containing an appendix, the student can identify its location and purpose.

- The student can read footnotes.

Using Reference Materials

Skill Ability to use a variety of reference tools.

- Given a list of reference tools, the student can select a source in which specific information may be found.

Here is a list of reference works. Underline the reference aid(s) in which detailed information on Napoleon could be found.

1. Encyclopedia
2. Dictionary
3. World Almanac
4. Atlas
5. Book of Quotations
6. Biographical Dictionary

Name the reference aid(s) in which answers to the following questions could be found:

1. What form of government does Peru have?
2. How high is Mount Washington?
3. What is the origin of the word *aqueduct?*

- Given a list of subjects, titles, and authors, the student can select the card catalog drawer in which each item can be found.
- Using a card catalog, the student can find the author, title, and subject card(s) for the same book.
- Given the author, title, or subject of a book, the student can find the call number of the book and go to the shelf and locate the book.
- Given a subject, the student can refer to the Readers' Guide to Periodical Literature and list the articles related to the subject.
- Given a list of entries found in the Readers' Guide to Periodical Literature, the student can interpret these entries.
- Given a newspaper, the student can refer to the index to locate specific pages on which different types of information can be found.

Using the index in today's (name of newspaper), indicate on what page you would look to find each kind of information.

Page

1. Sports __________
2. Job opportunities __________
3. Editorials __________
4. TV programs __________
5. Comics __________

- Given a topic, the student can scan the shelfbacks of a set of encyclopedias and select the volume which contains the information.

Look at the shelfbacks of a set of encyclopedias. In which of the volumes might you find information about the topics listed below? Write the guide letters of the volume on the line beside each topic.

1. Baseball ________________
2. Chickens ________________
3. Earth ________________
4. Christopher Columbus ________________

- Given a topic and guide words that appear at the top of the page in an encyclopedia, the student will demonstrate his ability to decide whether information on the given topic can be secured from that page.

- Given an encyclopedia item to which cross references are appended, the student can use the cross references to obtain additional information.

Do the required research on the following question and write a short paper using the information.

Do you think it will ever be possible for scientists to control the weather? Answer this question *only after* you have checked the facts regarding weather science in the encyclopedia. Use all cross references to gather as much information as you can. Support your answer by citing facts from your reading.

- Given a set of encyclopedias, the student can demonstrate his ability to use the index volume to locate all the information which might relate to a particular topic.

Taking Notes

Skill Ability to take notes while reading.

- The student can mark his book with underlining, marginal notations, etc., in such a way as to make later review of the text efficient.

- The student can write the substance of what he has read in a systematic (for him) form which will later enable him to study efficiently.

- The student can write ideas or quotations (properly identified as such) from a variety of sources in a form suitable for use in the preparation of a research report.

Interpreting Graphic Material

Skill Ability to interpret simple graphic representations of known areas.

- Given a simple map, the student can locate known sites.

Skill Ability to use terms relating to direction: north, south, east, west.

- Given a diagram on which one direction is indicated, the student can label the other directions.

- Given a diagram on which one direction is given, the student can identify points in between as: northeast, northwest, southeast, southwest.

- By manipulating a globe, the student can demonstrate that he understands the terms: sphere, hemisphere, North Pole, South Pole, axis, and rotation.

- Given a map or globe, the student can locate the North Pole, South Pole, Equator, Arctic Circle, Antarctic Circle, Tropic of Cancer, and Tropic of Capricorn.

Skill Ability to identify (locate and name) major land and water forms.

- Given a world map, the student can locate and name the seven continents and four major bodies of water.

Skill Ability to recognize and interpret symbols used in a legend.

- The student can interpret a map legend.

Skill Ability to read time zones.

- The student can tell time differences between two cities when time zones are indicated.

- The student can explain the significance of the International Date Line.

Skill Ability to interpret latitude and longitude.

- Given a map showing meridians and parallels, the student can locate any specific site.

Skill Ability to interpret information provided by maps of various types: political maps, relief maps, weather maps, city maps, road maps, etc.

- The student can locate any given information on a political map, relief map, weather map, city map, road map, etc.

Skill Ability to interpret various map projections.

- The student can interpret the effect of various projections on the shape and size of land and water formations as shown on a map.

Skill Ability to make inferences from information given on a map.

- The student can draw conclusions by looking at a map.

Skill Ability to read pictorial graphs.

- Given a graph in which there is a pictorial representation, the student can make comparisons and draw conclusions.

Skill Ability to read and interpret bar graphs.

- Given a bar graph showing the relationship between two components, the student can make a comparison.

Skill Ability to interpret line graphs.

- Given a line graph, the student can answer questions about the relationship between the figures on the horizontal and vertical axes of the graph.

Skill Ability to read a time line.

- The student can read a time line.

Skill Ability to read circle graphs.

- Given a circle graph, the student can explain the relationship of parts to the whole.

Skill Ability to interpret tables.

- Given any table, the student can answer questions based on it.

Skill Ability to read timetables.

- Given a schedule for bus, train, or plane, the student can locate the place and time of departure, place and time of arrival.

Skill Ability to read diagrams.

- Given any diagram, the student can interpret the information given by answering specific questions on its content.

Skimming

Skill Ability to skim.

- The student can skim to find information which is identified in the text by typographical differences such as bold face, italics, numerals, capital letters.
- The student can skim to find answers to specific questions when he is not aided by typographical differences.
- The student can skim to find information about a general topic.
- The student can skim for the gist of any given material.
- The student can judge accurately when a skimming technique is appropriate for his purposes.

Following a Study Plan

Skill Ability to follow a study plan (SQ3R or any variation thereof).

- Given material to study, the student can quickly survey the chapter title, pictures, maps, introductory paragraphs, section headings, sub-headings, and summary or final paragraphs.
- After surveying study material, the student can turn headings, sub-headings, or key words into questions to set the purpose for his study.
- After preparing questions over study-type material, the student can read the material carefully to take mental or written notes.
- After making mental or written notes during his reading, the student can immediately review his notes and answer his own questions.
- At some later time (prior to discussion, recitation, or examination), the student can review his questions and recall essential content.

ATTITUDES AND INTERESTS

1. The student enjoys hearing stories and poems at his level of interest when they are read to him.

    Sample observations: He is eager to listen quietly and attentively during the reading and to react appropriately afterward. He frequently requests that parent or teacher read to him. He has favorite stories and poems which he wants to hear more than once.

2. The student respects and enjoys books for themselves.

    Sample observations: He enjoys owning some books of his own. He handles school and library books with care. He expresses pleasure in their beauty (illustrations, quality of binding, etc.). He is curious to see any new books which appear in the classroom or library.

3. The student thinks of the library/media center as a friendly, helpful place to be visited often.

    Sample observations: He has a public library card which he uses frequently. He welcomes class visits to the school library and goes there independently. He reacts positively to standards of behavior established for the use of the library/media center and, while he is there, conducts himself in a purposeful but relaxed way.

4. The student chooses the content of his reading at the level of sophistication which is appropriate for his age.

    Sample observations: As a small child, he enjoys such materials as talking animal stories and short rhymes. By the middle grades, he has acquired an interest in non-fiction as well as fiction. By the early secondary years, he has developed many personal preferences but generally chooses materials specifically written for young adults. Later in his secondary experience, he has shifted to a strong preference for writing directed to adults.

5. The student's emotional reaction to stories, poems, etc., is appropriately varied.

    Sample observations: To much of his reading he reacts with mild interest, but under circumstances of strong stimulation or stimulation especially meaningful to him personally, he is capable of reacting intensely. He shows his reaction in ways appropriate to him personally; for example, he may participate enthusiastically in a dramatization or he may, instead, be too deeply moved to respond overtly in any form until some time later.

6. The student increases his breadth of reading interests.

   Sample observations: From the beginning, he enjoys poetry and prose, fact and fiction. He is willing to sample materials of all kinds and to act upon the recommendations of his teacher and of other students.

7. The student uses reading to solve his own problems (personal, vocational, educational).

   Sample observations: His comments reveal that he sees and uses the experiences of people in books to understand himself and his relation to his environment. He consistently and independently uses printed materials to locate information he needs to complete his school assignments and projects. During his secondary school years, he uses printed materials in his search for facts which will help him to choose his future occupation and prepare for it.

8. The student grows in ideals and ethical perceptions through his reading.

   Sample observations: During discussion, he independently asks questions and makes perceptive comments on human values and judgments on life as they are recorded in literature.

9. The student grows in social sensitivity through his reading.

   Sample observations: He chooses to read both fact and fiction about people who belong to cultural and ethnic patterns other than his own. Sometimes he becomes committed to or involved in an activity of social importance about which he has read. For example, as a small child, he may share with another child after reading a story about sharing; as an adolescent, he reads articles on current social issues with increasing frequency.

10. The student grows in sensitivity to writing style by choosing materials written in varied and increasingly sophisticated styles.

    Sample observation: As a beginning listener-reader, he is fascinated by repetitive stories and strong, clear, obvious rhythms. Gradually, he begins to express preferences for materials which contain such stylistic devices as figurative language, variety of sentence structure, irony, etc.

11. The student gives evidence of maturing attitudes by responding to or initiating discussion of his reading in more and more depth.

    Sample observations: In the early stages, his discussion centers around recall of facts and simple applications to himself personally. As he matures and his reactions become less and less personal, he is eager to relate his comments to the opinions of others and to consider the meaning of what he has read in terms of broader issues.

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APPENDIX

Skill Ability to use phonic analysis skills.

- The student can provide the corresponding phoneme(s) (sounds) for each of the following graphemes (letters) when they are found in the initial position of a Consonant-Vowel-Consonant (CVC) (*mad*) or Consonant-Vowel-Consonant-e (CVCe) (*made*) word:

b
c (2 alternatives- /*k*/ and /*s*/)
d
f
g (2 alternatives- /*g*/ and /*j*/)
h
j

k
l
m
n
p
q
r

s
t
v
w
y
z

sh
ch
pn
th
wh
wr
gn
kn

(See List *A* below.)

- The student can provide the corresponding phoneme(s) (sounds) for each of the following graphemes (letters) when they are found in the final position of a CVC or CVCe patterned word:

b or bb
ck
d
ff
g
l or ll

m
n
p
r
s or ss
t or tt

sh
th
tch
ng

ce
dge
ge
mb
mm

(See List *A* below.)

- The student can respond with the appropriate phoneme(s) to the written simple vowels *a, e, i, o, u, and* y when they are found in the following common word spelling patterns:

1. *V*C (as in m*a*d or gl*a*d)
2. *V*Ce (as in m*a*de)

(See List *A* below.)

Read each of the following words:

*List A**

yam
vane
pep
sag
zone
chess
roth
gnat
shod

chug
cam
mace
mete
gush
jade
buff
fen
cube

lax
pith
dire
phone
hymn
ketch
woven
knack
whiz
myth

ting
gibe
cede
numb
quill
wroth
fume
thane
doge
nudge

- The student can provide the corresponding phoneme(s) for each of the following graphemes when they are found in the initial position as consonant blends in CCVC (*plod*), CCVCC (*scoff*), CCVV (*fray*), or CCVVC (*sloop*) patterned words:

bl
br
cl
cr
dr
fl
fr
gl

gr
pl
pr
sc
scr
shr
sk
sl
sm

sn
sp
spl
spr
st
str
sw
thr
tr
tw

(See List *B* below.)

- The student can provide the corresponding phoneme(s) for each of the following graphemes when they are found in the final position as consonant blends in CVCC (*wisp*) or CVVCC (*fiend*) patterned words:

ft
ght
ld
lf
lk
lt

mp
nd
nk
nt
sp
st

(See List *B* below.)

---

*The words in Lists *A*, *B*, *C*, and *D* are intended to be used in "testing" phonic skills; teaching should be done in other contexts. These infrequently used words are all found in Thorndike and Lorge (1944) and each has a listed frequency of more than one but fewer than 11 occurrences per 1,000,000 words except 3 words (*phone*, *zone*, and *mild*).

- The student can provide the major corresponding phoneme(s) for each of the following graphemes found in (C)CVV(C)(C) patterned words:

ai/ay		oa	
au		oe	
aw		oi/oy	
ea	(2 alternatives long *e*/iy/ and short *e*/e/)	oo	(2 alternatives as in l*oo*k and p*oo*p)
		ou	
ee		ow	(2 alternatives as in *ow*l and bl*ow*)
ey		ue	
ie	(2 alternatives differentiated by position in word - final long *i* /ay/ vs. medial long *e* /ey/)	ui	

(See List *B* below.)

Read each of the following words:

List B

blain
flay
scoff
snoop
stow
screech
honk
yeast
bey
hoe
sloop
glean
fray

blight
breech
smock
swish
rook
poach
elf
cloy
spout
twice
wisp
faun
loin

bray
pomp
fie
thaw
skein
strew
sprain
sulk
guild
fount
feud
dealt

prowl
flue
guilt
drouth
trill
grad
ramp
creak
plod
fiend
loft

- The student can respond with the appropriate phoneme(s) to the written simple vowels *a, e, i, o, u,* and *y* when they are found in the following common word spelling patterns (*1* and *2* were included under the third objective).

1. *V*C (as in *mad* or glad)
2. *V*Ce (as in m*a*de)
3. VC^iC^i (C^i means the same consonant) (l*a*dder) (List C)
4. *VCV* (m*u*s*i*c) (List C)
5. *V*C*y* (b*aby*) (List C)

6.	*V*Cle	(m*aple*)	(List D)
7.	*V*Cre	(s*abre*)	(List D)
8.	*V*r	(c*ar*, f*or*t)	(List D)
9.	*a*ll, *a*lk, *a*lm, *a*lt, *a*ld	(c*a*ll, t*a*lk)	(List D)
10.	*o*ll	(r*o*ll)	(List D)
11.	*i*nd, *i*ld	(r*i*nd, m*i*ld)	(List D)
12.	w*a*	(sw*a*mp)	(List D)
13.	w*o*r	(w*o*rd)	(List D)

(See Lists *C* and *D* below.)

Read each of the following words:

List C

clatter
shyly
efface
skimmer
sloppy
hummock
natal
veto
slimy
photo

typist
shaky
twitter
abbot
bobbin
borax
currant
lesser
humus

List D

gable
spar
urban
workable
scruple
gall
stifle
yolk
balk
ogle
balm
kirk
malt
rind

lard
wallet
germ
ogre
tart
gurgle
sorrel
fibre
serum
worsted
waffle
cycle
volt
mild

MASSACHUSETTS DEPARTMENT OF EDUCATION

Reading-Curriculum Guide (Part I)

Evaluation Sheet

General Comments

Suggestions for Additions or Deletions

Specific Comments (Please include page references where applicable.)

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KINDERGARTEN CURRICULUM RESOURCE GUIDE

Revised Edition

THE COMMONWEALTH OF MASSACHUSETTS
DEPARTMENT OF EDUCATION
DIVISION OF CURRICULUM AND INSTRUCTION
BUREAU OF CURRICULUM SERVICES

8M-5-72-051654 Publication of this Document Approved by Alfred C. Holland, State Purchasing Agent. Estimated Cost Per Copy: $ .41

FOREWORD

Kindergarten education is an essential part of any public school program. Research in the field of early childhood education has consistently indicated the many positive advantages that accrue to children who have attended kindergarten.

This resource guide has been prepared to assist teachers and administrators in the Commonwealth in their task of developing and implementing meaningful, worthwhile kindergarten programs. The mandate of the Massachusetts Board of Education to establish public kindergartens within all school districts by September of 1973 represents another attempt by the Department of Education to provide equal educational opportunities for the boys and girls in the public schools of Massachusetts.

We are grateful to the many educators who responded to our requests for assistance. Their contributions have made this resource guide possible.

Neil V. Sullivan
Commissioner of Education

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INTRODUCTION

The primary purpose of the kindergarten resource guide is to provide teachers who are involved in the implementation of a kindergarten program with a basic tool.

The guide should be considered as an initial step on the ladder of kindergarten education — a skeleton on which the teacher can build a rich, meaningful program for the individual child.

A curriculum developed for today's child should be meaningful in terms of today's world. Technological advances and social change place new demands on both curriculum maker and teacher. Therefore, the kindergarten teacher has the responsibility to simultaneously understand and transfer information related to the maturation of the five-year-old.

The suggested activities in the guide are focused on the total development of the child. Ample opportunities are provided to implement tactile-motor, social, emotional, and cognitive growths for the individual child.

Local communities should adapt curriculum activities to meet the specific needs of their kindergarten pupils, and stress should be placed on the articulation of the kindergarten program with the total school program but most appropriately with grade one. In his first school experience the child should start on the road to building long range goals.

The resource guide is divided into major curriculum areas, and each area is presented to the teacher through an overview, goals, activities, and annotated bibliography organized in that order throughout the guide.

The goals have been formulated to meet the needs of the young child and his pattern of development, and the goals and activities should be interrelated by the teacher.

The activities presented involve exploration, manipulation, play, and direct teaching. They may be used selectively for individuals and small groups. Each teacher may enlarge upon the activities available in the guide to meet the individual needs of her children.

The annotated bibliographies have been developed with the expectation that teachers will fully explore the rich sources available. This activity is a crucial one for the teacher if the guide is to be of real value.

The guide needs to be tested in the crucible of classroom interaction, and its continued use in the kindergarten over an extended period of time will yield important suggestions for an improved educational program.

THE ROLE OF THE KINDERGARTEN

The Importance of Kindergarten

The kindergarten year is one of the most vital years the child spends in school. For the large numbers of children who attend kindergarten, it is their first school experience and thus occupies a strategic position in their future growth and development. The kindergarten child must be guided to live this first school year with great meaning, with great joy, and with great satisfaction.

Kindergarten is one of the few places in the educational sequence where purposes and functions are relatively clear. The educator should seek to guide the child to accept himself as a unique human being and to adjust not only to the demands and pressures of social interaction, but to its compensations and rewards as well. To do this requires that the child be helped to develop habits that allow him to make sense of and hence to control his expanding environment.

Transition to a New Environment

The kindergarten forms a vital bridge between home and school and is the child's first step into the larger world. The early environment is of crucial importance because of the rapid development of certain characteristics in the child. Through positive intervention these characteristics can be shaped to advantage.

To prepare the child for intellectual development, to create in him respect for himself and for his fellow man, and to help him realize the dependence that people have on one another are important goals of the early school experience. The materials, content, and teaching methods for kindergarten are appropriate only if they serve the real needs of the child.

Developmental Process

The educator's primary concern is with the individuality of each child, yet he recognizes that the young child grows and learns according to a broad general pattern. At each stage of development he needs opportunities to complete tasks appropriate to that particular stage. Two highly significant processes evolving are those of maturation and learning. The latter may be accelerated by people and materials. The steps in maturation, however, can be neither skipped nor telescoped. Thus, the experiences provided the child at this stage of life must be intertwined with the growth characteristics essential to this stage.

Needs of Children

If children are to grow into well-balanced human beings capable of making positive contributions for the good of society, school programs must reflect their total needs. These needs set the tone for child-to-child and child-to-adult relationships, for content, methods, and materials. The kindergarten child requires nourishment in all aspects of his life: physical, intellectual, social, and emotional, and optimum development occurs when the child is ready to participate in a particular experience. Each activity and item of material used by a child may foster a variety of learnings.

Accommodating Physical Needs

The basic physical needs of the kindergartner play a large role in the conscious activity of the kindergarten. Consequently, the kindergarten experience should provide the child with the skills and attitudes necessary for the growth of self-reliance in even his most obvious needs.

It is important to create the proper physical setting for activities. Not only equipment, but room temperature, utilization of air and space, and toilet facilities augment or limit the program offered. In addition, kindergartens should satisfy the nutritional needs of their charges by providing snacks or lunch.

Not as obvious, but of equal importance, is the need to provide balanced activity-repose cycles. The healthy child requires both physical exercise and rest.

Physical requirements specific to kindergarten age must be met. The basic human skills with which we all manipulate our environment and which are considered second nature are developed and refined during these crucial years. Basic to all is the acceptance of the physical self and a healthy orientation in family living. Concurrent and dependent upon the above are the concepts of safety and attitudes of self-preservation. Slowly the child should develop an awareness of his limitations as well as his strengths. He should be provided with a series of experiences which allow coordination of large and small muscles and eye with hand.

To allow for the greatest possibility of success in kindergarten, each child should receive a physical examination so that physical defects are noted and corrective measures undertaken.

Accommodating Intellectual Needs

The kindergarten child is eager to learn and curious about the world around him. He should have time to explore his surroundings at his own pace, and learn about his environment through using a variety of materials and participating in different activities. Thus, he can begin to organize experiences into concepts that will aid him in understanding and interpreting the world.

Concrete Learning to Abstract Learning

Through constant manipulation of materials, the child learns their characteristics and purposes. His eyes, ears, nose, lips, tongue, and fingertips are the windows through which he views the world. After hard and intimate contact with the concrete world, the child's verbal associations take on relevant meaning. Initial concepts formed at this age are clarified, modified, and enlarged as growth continues to the stage of logical thinking. Intellectual growth emerges as the child gathers information, raises questions, tries out ideas, and tests hypotheses.

The big, booming, confusing world of the child remains chaotic if he does not have a conceptual framework to use in recognizing sequences involving time and space. But with knowledge of sequence, the child becomes capable of learning from past experience. He learns how to change sequences in order to alter his world in a desirable manner. The environment should provide opportunities to help him see cause and effect relationships, to draw inferences, and to solve problems. A sound kindergarten program is designed to encompass activities in many areas.

Language and Learning

Because the child needs to test the results of his insights, clear communication with others is essential. It takes practice to learn to communicate adequately, to speak clearly, and to listen to others intelligently. An enriched program in the language arts which meets the wide range of abilities of the children should be provided. Listening, speaking, handwriting, and reading form the core of language experiences. Initial experiences in vocabulary building, visual discrimination, auditory skills, and comprehension are significant aspects of kindergarten learnings.

Accommodating Social Needs

The kindergarten experience offers an excellent setting in which the five-year-old can be helped to tackle successfully many social tasks. This environment is very special because it provides a social situation, involving choices for the child with an understanding adult available to assist with the process of socialization.

The psychologically healthy child should be prepared to confidently work and play with others. Successful group living requires that the individual learn how to work, play, and cooperatively share his activity and concerns with others. When viewed in this light, the importance of developing friendships becomes clear.

The Child as a Member of the Group

The cohesiveness of the social group is a vital dimension of the child's experience. He begins to see himself as an integral member of group activities, and his sense of role becomes sharpened as he appreciates differences in other people. Realizing that each person has areas of strength and weakness, he can identify with each as in some situations he becomes the group leader and in others plays the role of follower. If positive social attitudes are rewarded, each child will derive pleasure from group work as well as individual play. Group success eventually comes to be felt by each child as his own success.

In kindergarten, a child should become aware of the democratic process of decision making involved in daily planning and at the same time learn to appreciate that beliefs of individuals may vary. He needs to develop the ability and desire to assume responsibilities that go with the freedom of making choices. He must also begin to understand his own feelings and appreciate the feelings of others.

Accommodating Emotional Needs

Each child has a need for human responses. He must learn that he is loved — that people accept and respect him as an individual. Communication of this attitude to the child is provided through acts of affection, admiration, attention, and concern.

Since order is so important for the child to use in deriving meaning from his varied experiences, he relies on consistency of response in others, based on confidence and trust in his interactions with them. Out of this should emerge a sense of group cohesiveness in family and peer-group relations.

Developing Trust, Autonomy, and Initiative

Successful socio-emotional growth is dependent on the establishment of trust, autonomy, and initiative. The early years of life are involved with building a sense of trust which lays the groundwork for a feeling of security throughout life. Trust grows through experiences with other people and things. Helping young children to maintain trust in other people during the first months and years in school is important because of their dependency needs.

The very young child feels a dawning sense of power as he makes choices freely and wholeheartedly. The doing and choosing are his means of growth. Through this method the child tests himself, the world, and other people. Each successful choice and encounter adds to his sense of autonomy.

An important task of kindergarten is the building of initiative. The child pushing vigorously into the larger world seeks more information about it, its people, and himself. He emulates adult roles in the process and seeks a variety of ways to do and create. As he succeeds, he continues to look for new ideas, solutions, reasons, and creative experiences. But emotional growth does not proceed in a straight line. There is frequent backtracking and reworking of old problems.

Significance of Play

The child's best avenue to demonstrate his skills and attitudes to the adult world, as well as to himself, is through play. Play is a method of communication for the child as well as an activity which increases his skills through constant use. Play is universally a natural method for him to learn and grow. Learning concepts, solving problems, improving motor skills, expanding communication skills, controlling impulses, and satisfying curiosity are best accomplished through meaningful play.

The Teacher

The teacher and the classroom atmosphere are of primary importance to the successful development of a kindergarten program. The classroom needs to be one of maximum flexibility, and it is important at the beginning of the year that the children be helped to learn the possibilities and limitations in working with materials.

Fundamentally, the teacher is a diagnostician. She should capitalize on play for clues to individual readiness and interest and use her knowledge of children, of individual differences, and of subject matter to provide appropriate learning experiences. The teacher should carefully select and structure the content in accordance with her knowledge of the developmental needs of the five-year-old. A large segment of her time should be devoted to working with individuals and small groups. Although specialists in other disciplines are helpful in supplementing the teacher's study of the child, the teacher should be the primary observer and recorder of behavior in the classroom. In addition to a knowledge of teaching strategies, the teacher needs to acquire a humanistic attitude and feeling toward the young child.

Parent and Teacher

A continuous, close relationship between parent and teacher is essential for the optimum development of the kindergarten child. There is need on the part of the teacher for real openness in working with all parents to create a constructive dialogue with respect to child and curriculum.

The Importance of Articulation

An effective kindergarten program needs to address itself to the problem of articulation with the primary grades. The kindergarten year is the beginning of an ongoing educational process. The life of the five-year-old is intertwined with that of the six- and seven-year-old and the ensuing years. A number of activities suggested for the kindergarten curriculum can be used at the first-grade level. Every effort should be employed to articulate the first school years. Our concern is reflected in the development of both the total child and the total curriculum.

Summary

In retrospect, the kindergarten teacher should provide the child with experiences that: foster the growth of large and small muscles; aid in the creation of good health; help to establish workable relationships with people; allow for frequent outdoor play; lead to the enjoyment of art, music, literature, and science; develop independent work habits and problem solving techniques; provide for the acceptance of responsibility; allow for creative expression; establish initial interest in reading, writing, and mathematics; foster the desire to express ideas; make him thoughtful of others; and develop a positive self-image.

The classroom should provide a secure atmosphere where the teacher serves as a role model, and children are aided in establishing good relationships with each other, learning behavioral limitations, and instituting inner controls.

3 2

COMMUNICATION

LISTENING AND SPEAKING

Overview

Research in human growth and development and in learning reveals that for most physically and emotionally normal human beings learning to communicate involves learning to listen, to speak, and to write. Listening and speaking serve as a base for reading and writing and furnish a rich background of meaning for written and oral expression.

Communication is the basis for much of the child's learning. Since many problems arise through lack of good listening habits, he must be provided with specific purposes and goals to improve his listening power. The language arts program for the five-year-old should provide him with the opportunities to develop his skills in communication, become acquainted with many kinds of good literature, increase his vocabulary, increase his ability to discriminate visually, and help him acquire the rich background necessary to understand the spoken and written word. Although the areas above are interrelated, each has its specific and sequential experiences. Developmental learning cannot be haphazard, but essential skills must be built into activities that are appropriate and interesting.

Since skillful listening is an indispensable factor in auditory work, the auditory discrimination program should develop awareness in sounds, in words, and in recognition of sound clues in words.

Children often develop completely adequate speech as a result of maturation and a favorable learning environment. However, speech defects which are not caused by a basic organic disfunctioning can be reduced and correct speech patterns developed if kindergarten teachers provide experiences for their pupils in the production of speech sounds for which they are ready. The improvement of speech must come about, of course, through speaking. Essentially, speech correction is a process of replacing old habits with new. It is at the kindergarten level where many good speaking habits are established. Therefore, the teacher must guide the child to develop the perception and techniques necessary for developing adequate skill in speech production.

The great bulk of speech problems involving faulty articulation arise from the failure of an untrained ear to detect sound differences. The re-training process, then, is essentially one in listening. The child can produce the correct sound once he learns to listen for and recognize the difference between sounds — differences he missed during the early years of speech-pattern formation.

Although the average child makes rapid strides in learning vocabulary by the time he is three years old, his ability to use correct grammar comes more slowly because of its structure. The child rationally makes many errors in English grammar while adhering to the most logical generalizations. Constant correction can interfere with the fluency and spontaneity of expression. However, through imitation the child should gradually begin to use the accepted terms. An environment conducive to encouraging the child to speak is essential, and meaningful experiences that develop thought need to precede practice with letter sounds and word forms. Language directs thinking and serves as a base for reading and writing.

Goals

The kindergarten listening and speaking program should help the child to accomplish the following:

1. Participate in sensory and verbal experiences which foster concept and vocabulary development.
2. Participate in meaningful activities which help him to discriminate, classify, and generalize.
3. Learn to discriminate between sounds of words and language patterns.
4. Become aware of new and interesting words for the development of a more meaningful and precise vocabulary.
5. Respond in a variety of ways to stories, poetry, rhymes, and rhythms.
6. Become thoughtful and critical of ideas through participating in discussions and listening to explanations, descriptions, and directions.
7. Exchange ideas through informal conversation with peers and adults.
8. Acquire desirable oral language habits of usage, enunciation, and pronunciation.

Activities

Attention-getters

1. Hold hands up high. The children stop what they are doing and mimic the teacher as soon as they notice what she is doing.
2. Play a music box or play a chord on the piano.
3. Whisper something humorous or tell a funny story. When the children who are near enough to hear you, laugh, the rest will listen to learn why they are laughing.

Attentive listening (For small groups and/or individuals)

1. Read stories to the children that draw attention to the value of listening to sounds, words, letters, or sentences. Some examples of stories are "The Sound that Turned Around" and "The Sound that Was Lost and Found" from *The Listening Book* by Dan Safier.
2. Place ten sound-makers on a table behind a screen which can be made of a folded piece of cardboard. A child stands behind the screen and using one of the sound

makers makes a sound. Children try to name what makes the sound they hear. Some ideas for sounds follow:
Pouring water from one glass to another
Bouncing a rubber ball
Turning an egg beater
Rubbing together two sand blocks
Hitting together two rhythm sticks
Crinkling cellophane
Hitting a triangle
Snapping an elastic
Letting the air out of a balloon
Playing a music box

3. Read stories which have plots constructed around a breakdown in communication due to faulty listening. Discussions of these stories will help bring out the need for careful listening. An example of a story is *Bambi* by Felix Salten.
4. Have the children supply obvious endings to poems which have rhyming words missing. An example follows:
   Once there was a little mouse
   He lived in a little________
   Everyday he said, "Oh please,
   May I have a piece of________?"
5. Whisper sentences, words, or sayings, each in a softer voice. Children listen carefully to find out how many they can hear.

Appreciative Listening

1. Play some records and have the children paint, draw, or fingerpaint while the music is playing. Some suggested recordings are *Nutcracker Suite, Slavonic Dances, Peer Gynt Suite, William Tell Overture, Sleeping Beauty*. A variation is to play the music as the children listen, and then as a follow-up activity have them draw, paint, or tell what it means to them.
2. Provide opportunities for careful listening through choral speaking. Have the children work out patterns of their own creative work and also with familiar selections.
3. Have the children create a round-robin story. One child tells the first sentence, the second the next, etc., until the last child or the teacher ends it. This is especially good at Halloween or Christmas or in commemoration of other holidays. If possible, make a tape recording to replay to the children.
4. Use finger plays to foster good listening and speaking habits. This is an excellent device especially when the children make up their own.
5. Have children interpret music with simple rhythm instruments.

Analytical Listening

1. Have the children keep a diary over a given period of time, noting all the sounds they can remember having heard during each day. For example: sounds made by people, environmental sounds, play sounds, noisy sounds.
2. Encourage a child to talk on the toy telephone, pretending to call his father, his mother, or a friend. Another child can try to guess what the person on the other end of the line is saying by listening to the one-sided conversation.

Speaking

1. Display many pictures of dogs or cats that show different actions. The children can tell about the pictures, using different words to fit the actions.
2. Set simple experiences such as the following for verbal reactions by the children: "You are a cautious rabbit. You never take chances. You meet a turtle for the first time." Two children act out what happens and tell what each might say.
3. Have a "grab" box containing different types of articles such as a whistle, a noisemaker, a powder-puff. A child chooses a "grab" and talks about it. Another child tries to guess what the item is.
4. Have a child role-play a favorite character from a story and play-out the conversation that could take place between characters.
5. Have a child complete a puzzle and then dictate a phrase or title that the completed picture suggests.
6. Have a child give a demonstration talk as he does a science experiment.

7. Give children opportunities to see what they have said written down by writing the stories that they dictate on experience story charts.
8. Give a story-telling picture to two children. Let them make up a story and tell it together.
9. Choose a room mascot and keep a large picture or a replica of it in a special place in the classroom. Children can make up adventures for the room mascot. Write each story on a chart, and have the children illustrate the different ideas. Pictures can then be bound in a class book.
10. Suggest titles for the children to choose from in telling short stories. The stories may be recorded on tape and/or story charts.
11. Create a new animal such as a *kangarooster* by combining two animal names. Have the children make up stories about it.
12. Have each child who can, develop a biographical episode entitled "A Story about Me."
13. Have children make up words for original or familiar songs.
14. Two children play they are a pet such as a rabbit or a cat. The mother pet gives advice on going out into the world to the baby pet.

Games for Listening and Speaking

1. Give a series of three simple directions such as the following for a child to carry out: Go to the toy box. Find a toy with wheels. Hide it for another child to find.
2. Play the game "What Am I?" One child says, "On my way to school today, I saw a ____________. (He imitates the actions and sounds of an animal.) What am I?"
3. Have the children tell of sound impressions, and record their ideas on the chalkboard. For example, animal sounds may include the purr of a cat and the bark of a dog.
4. Use concrete or miniature materials as motivational aids when introducing each consonant. Some ideas are:

Bb - ball
Cc - comb
Dd - doll
Ff - firetruck
Gg - gum
Hh - hammer
Jj - jar of jelly or jam
Kk - kite
Ll - lipstick
Mm - mouse, mittens
Nn - nickel, nuts
Pp - pencil, popcorn
Qq - quart, quarter
Rr - ring, red ribbon
Ss - sugar, sand
Tt - teeth
Vv - vase
Ww - wagon
Yy - yarn

5. Construct a large chart containing a pocket into which the children may insert pictures of objects whose names begin with the letter names and sounds they want to know.
6. Use large pictures with detailed backgrounds (toy store, living room, playground) in each of which there are several objects, a table, for example, outlined with a crayon. A child places markers over all the other objects he can find whose names begin with the sound he hears at the beginning of the word *table*.
7. Make a block from oaktag and tape it together. Print a different letter on each side. Have a child toss the block into the air, and as he catches it, give a word beginning with the letter which is on the top of the block.
8. Make lollipops of different animal cutouts. The child selects pictures of items from an envelope that begin with the same sound as the name of the animal on the lollipop. He then says the name of each item that he chose.
9. Paint and label coffee cans with the initial consonants to be practiced. Using a set of picture cards, the child places each card in the correct can, according to the beginning sound.

10. Read to the children poems which require responses.

11. Drop different articles such as a pan, a block, a crayon, a chalkboard eraser, as the children watch and listen. The children then close their eyes and name the object that is dropped. Skill in listening can be increased by dropping three different objects and having the children name the objects in the order that they were dropped.

12. Have a child stand with his back to the class. Another child skips, hops, marches, walks, or gallops around the room. The first child tries to guess what action is taking place.

13. Have a child choose from three or four pictures the one that best fits the teacher's description. The pictures should be alike in many ways so that the child has to listen carefully to the teacher's words.

14. This activity may be used for dismissing children at recess, at lunchtime, or at the end of the day. Name flowers, vegetables, or other objects. Each child listens for a word that has the same beginning sound as his name. He may leave the room as soon as he recognizes "his" sound.

15. A child is selected to be the "engineer". He then calls out a word. Any child who can give another word beginning with the same letter-sound or a word that rhymes becomes a "car" on the train and gets in line behind the engineer. As soon as the train is ready (five or six children) the engineer "drives" it around the room. Use appropriate music for the activity.

Bibliography

Applegate, Mauree. *Easy in English*. New York: Harper & Row Publishers, 1960.

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________. *The First Book of Language*. New York: Franklin Watts, Inc., 1952.

An interesting little book that gives a variety of activities to be used by any teacher of young children in order to develop vocabulary, language patterns, and correct speech.

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This book deals with the major aspects of the language program in grades 1 and 2, developing objectives and specific plans for reaching these goals.

———. *Teaching Language in the Grades.* New York: Harcourt, Brace & World, Inc., 1961.

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This textbook, a new edition of Mildred Dawson's *Language Teaching in Grades 1 and 2*, contains a survey of the methods and objectives of language teaching in the modern primary school curriculum. The authors have incorporated the findings of the most recent research in the field — notably those dealing with the culturally deprived child — and have added a new chapter on language arts programs in kindergarten. Suggestions for procedures and activities are included in every chapter.

Fries, C. C. *American English Grammar.* New York: Appleton-Century-Crofts, 1940.

A crucial study which presents important evidence on present day American English and suggests conclusions regarding what should be taught.

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The first section of this paperback describes a number of learning activities centered around the holidays and seasons to be used by the teacher of the kindergarten child. Emphasis is placed in these activities on how to develop audio and visual discrimination skills and the development of story and experience charts as an outgrowth of these activities.

Hayakawa, S. I., and Pillard, B. H. *Language in Thought and Action.* New York: Harcourt, Brace & World, Inc., 1949.

This is a book on semantics which attempts to give help in interpreting and evaluating the verbally received communications that pour in on all sides. Very amusing in spots. Should give pause for thought when attending meetings.

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A distinguished group of authors have contributed to this book which presents the viewpoint that language arts function more effectively in the lives of elementary school children if their language activities are guided by significant purposes.

Hess, Robert D., and Bear, Roberta Meyer, eds. *Early Education: Current Theory, Research, and Action.* Chicago: Aldine Publishing Company, 1968.

This is a collection of major statements about early education. At what age should formal education begin? Can socially and economically disadvantaged children be successfully educated without involving their families and communities? These and other central questions are considered by the leaders in the field of early education by careful attention to the concepts, theories, and empirical data which undergird the movements in early training, language development, and concept development.

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The purpose of this book is to provide a ready means for people to become acquainted with the significant research in teaching the three R's.

Hurd, Helen B. *Teaching in the Kindergarten.* Minneapolis, Minn.: Burgess Publishing Company, 1969.

This book will help the beginning teacher organize her class and provide her with sources for games and materials that develop reading readiness and oral language.

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The chapters in this book deal with the developmental tendencies and forms of behavior of infant, pre-school, and primary children. Reading, the wonders of language, and the world of make-believe are stressed.

National Council of Teachers of English. *Language Arts for Today's Children.* New York: Appleton-Century-Crofts, 1954.

A good reference for the teacher or administrator desiring to know today's language arts program, its sources, treatment, and appraisal.

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This book deals with the growth and development of language and learning in the elementary school as it is closely related to the child's individual growth patterns and to his experience.

Watts, A. F. *Language and Mental Development of Children.* Boston: D. C. Heath and Company, 1947.

This book deals with the part played by language in the development of children and outlines the principal stages through which children normally pass in their efforts to say and write what they think and feel about the world they live in.

DEVELOPMENTAL READING

Overview

Reading readiness is the result of a series of stages and levels of development attained during the pre-school years, the kindergarten, and often the beginning of the first grade. It is not merely the stage when the child is able to interpret printed material, but covers a broad area of understandings, attitudes, abilities, and skills.

Children come to school with a certain amount of readiness. Because they come from a wide range of environmental backgrounds and situations which have given them varying opportunities and experiences, the primary aim of the kindergarten should be to teach each individual child at a level which his own degree of development and readiness permits and proceed only as rapidly and as far as his ability permits.

Since all activities in kindergarten and elsewhere involve communication, language development plays a most important role in the reading-readiness program. The bridge to reading is built as events from experiences, storytelling, and language activities become linked with the printed words.

The kindergarten teacher should provide the children with a variety of experiences so that they will have something of interest to talk about. Children learn how to read by speaking, and should not be introduced to reading before they have learned to express themselves orally.

When children begin school, they are usually more interested in telling about their own personal interests and experiences rather than listening to those of others. School trips or excursions planned with the help of the children will provide them with topics of common interest to discuss. After the trips, concepts gained can serve as background for different activities which promote language development.

Through reading aloud or telling stories to the children daily, the kindergarten teacher can help them acquire new concepts. Many new words will be added to and incorporated in their existing vocabularies, and it is hoped that they will develop an interest in books when they learn that books are a source of information.

Each child should be given an opportunity to retell stories. The immature child who has not yet developed proper listening skills may suggest a few ideas in partial sentences where the more mature child will be able to remember the thought or sequence of the story and relate it to the class.

Poetry is an important part of the language experience, helping the children discover the sounds and rhymes of words. Children as a rule enjoy poems, and poetry may be used in almost any activity carried out in the kindergarten.

There are many activities that pictures can be used for, but in developing language skills, the ability of children to interpret pictures can be very revealing to the teacher, in terms of a child's maturity in language.

The kindergarten year should be one in which the children grow emotionally, socially, mentally, and physically. They should have a chance to experiment with many materials in order to satisfy their curiosity. They should learn to play and work with one another; take part in discussions; and listen to stories, poems, music, and rhythms. It is through the use of all these activities that the foundation for successful reading is laid.

Goals

The kindergarten developmental-reading program should help the child to accomplish the following:

1. Develop skills and abilities in auditory and visual discrimination, left-to-right orientation, and visual memory.
2. Recognize similarities and differences in shapes and details of objects by participating in rich, concrete experiences.
3. Develop visual imagery by noting details of objects.
4. Mature in eye-hand coordination through participating in motor-tactile experiences.
5. Weigh facts, learn to reason, form judgments, and arrive at logical conclusions through rich experiences.
6. Grow in the ability to express himself in simple sentences and to increase his speaking vocabulary.
7. Keep a series of ideas in mind while retelling stories, reading pictures, recalling the steps in the construction of an object, and relating incidents of an experience.
8. Become aware of the reading process by handling a variety of books in the library corner; by dictating experiences to be recorded by the teacher on story charts; by listening to stories, poems, and jingles; and by seeing labels and signs.

Activities

1. Invite visitors and resource persons to the class to provide the children with opportunities to raise questions, carry on discussions, and to have information recorded through experience story charts.
2. Help the children increase their vocabularies by having them make up stories, poems, riddles, and words for songs.
3. After completing a puzzle, have the child tell what the puzzle is about, and suggest a title.

4. Write safety rules dictated by the children on a chart. These rules can relate to the use of tools, playground equipment, traffic signals and signs, riding in the school bus, and playing outside of school.

5. Through the use of the flannel board and cut-out figures of animals, people, and environment, have the children create and tell stories.

6. Showing filmstrips which support themes of interest gives the child the opportunity to talk about what he sees in relation to what is being presented.

7. Have the children describe sensory experiences such as how it feels to touch a turtle, to eat ice-cream, to stroke a cat's fur.

8. Place pictures on the bulletin board and a variety of objects on tables without calling attention to them. As the children become aware of the objects, they can ask questions or tell what they know about them.

9. Have a child tell his own story about his painting, his block construction, or how he uses any of the manipulative aids.

10. Give the children the opportunity to evaluate their own work through discussion with other children and the teacher.

11. Have the children learn many poems. Be sure to select poems that can be associated with the children's experiences and interests.

12. Following a field trip, encourage the children to express their impressions through dictated stories, pantomime, and role playing, as well as through art media.

13. Have the children make up different endings for stories that are read or told to them before the authors' endings are heard.

14. Have the children compose simple verses for birthday cards, get-well cards, etc.

15. After the children have seen a film, participated in a program, or heard a story, have them dramatize a scene or episode through the use of puppets, shadow play, or pantomime.

16. Place an assortment of objects in a paper bag. A child selects an object and without looking at it describes it. The other children try to guess what the object is.

17. Cut out large pictures of objects such as a milk bottle, a toy, a piece of clothing, a car. Paste them horizontally on a wide piece of manila paper. After the children have looked at the chart for a few seconds, cover it and ask them to list the objects from left to right.

18. Encourage the children to use left-to-right progression in activities such as telling a story from pictures in proper progression; counting objects from left to right; picking up toys (or other objects) from left to right; naming pupils standing in a line from left to right.

19. Make a block for each child, putting a different geometric symbol on each side. Have a set of cards with matching symbols. As the teacher holds up a card, the child turns the block to find the matching symbol.

20. From oaktag, cut out pairs of interesting shapes such as tops, kites, ice-cream cones, mittens, balls, footprints. Add a few jokers. Have the children arrange these objects in pairs.

21. From colored oaktag, cut out a series of circles, half-circles, squares, and rectangles of various sizes. Each series may be kept in a separate envelope with a sheet of bright-colored construction paper on which the shapes are to be arranged. Individual children arrange these shapes in order, according to size.

22. Show a picture in which there are a number of familiar items. Cover the picture, and have a child name the objects that he can remember.

23. Tape a long strip of wrapping paper, painted blue, to the floor. Cut-out "stones" of different colors and scatter them on the "river." Have a child cross the river by walking on the stones and naming the colors as he walks.

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Anderson, Verna Dieckman. *Reading and Young Children*. New York: Crowell Collier and Macmillan, Inc., 1968.

Suggestions, activities, and approaches for beginning reading and how to use childrens' stories and vocabulary for reading experiences are explained in this book.

Artley, A. Sterl. *Your Child Learns to Read*. Glenview, Ill.: Scott, Foresman and Company, 1953.

The discussions in this book are based on the major principle that reading involves more than recognition of words. Through the publication, one is given a clear understanding of the kinds of problems faced in teaching children to read. This book is one of the forerunners of meaningful readiness programs for the young child.

Beyer, Evelyn. *Teaching Young Children*. New York: Pegasus, 1968.

Suggestions for reading readiness and language learnings.

Brogan, Peggy, and Fox, Lorene K. *Helping Children Read*. New York: Holt, Rinehart & Winston, Inc., 1961.

Reading is treated here in the broadest context, not only with the child's reading of books but, also specifying sequential development for reading as viewed in the total child development. A variety of materials throughout the chapters provides resource information for teachers.

Hess, Robert D., and Bear, Roberta Meyer, eds. *Early Education: Current Theory, Research, and Action*. Chicago: Aldine Publishing Company, 1968.

This book contains selected articles dealing with communication skills.

Howes, Virgil M., and Darrow, Helen Fisher, eds. *Reading and the Elementary School Child: Selected Readings on Programs and Practices*. New York: Crowell Collier and Macmillan, Inc., 1968.

This book reviews related approaches in reading procedures. Good references for teacher background information are provided.

Hymes, James L., Jr. *Before the Child Reads*. New York: Harper & Row Publishers, 1958.

A readable book that will give the teacher a background relating particularly to readiness for books and how to use a child's own words as well as imagination to help him learn the foundations for the reading skills. Valuable suggestions are made for the teacher to adapt to any curriculum.

________. *Teaching the Child Under Six*. Columbus, Ohio: Charles E. Merrill Publishing Co., 1968.

The focus of this book is on the importance of pre-school education related to a child-centered program. Chapter four deals with the way subject matter can be handled with meaning through the different ways of working with the child under six.

Lee, Dorris May, and Allen R. V. 2d ed. *Learning to Read Through Experience*. New York: Appleton-Century-Crofts, 1963.

This text for prospective teachers of elementary reading proceeds on the basis that learning to read is merely an extension of a child's earlier experience. Spanning grades K through 3, the book makes reading an integral part of total communication (listening, speaking, reading, writing), with emphasis on maximum reading progress and mental growth of the individual child. A wealth of suggested creative activities for reading and related curricular areas, illustrations, charts, diagrams, and a basic word list round out the text.

Reeves, Ruth. *The Teaching of Reading in Our Schools*. New York: Crowell Collier and Macmillan, Inc., 1966.

Sponsored by the National Council of Teachers of English, this book gives a clear picture of how reading is being taught in schools today. It explains reading readiness, beginning readers, and special programs.

Wills, Clarice, and Stegeman, William H. *Living in the Kindergarten*. Chicago: Follett Publishing Company, 1954.

Part two in this book deals completely with the kindergarten curriculum. Kindergarten experiences for reading, storytelling, and for the perceptual skills are handled extremely well with emphasis and suggestions for teachers to adapt for different types of learners.

Zimet, Sara G.; Blom, Gaston E.; and Waite, Richard R. *The Teacher's Guide for Selecting Stories of Interest to Children: The Content of First Grade Reading Textbooks*. Detroit: Wayne State University Press, 1968.

This book can serve as a guide for developing reading vocabularies.

Overview

Kindergarten children become acquainted with and learn to enjoy and appreciate good literature by listening to stories read aloud. In addition, they derive many other benefits from this activity. Enjoying books and stories creates in them the desire to learn to read, helps them to develop the ability to follow a sequence of events, broadens their vocabularies, [illegible] their range of interests, and opens doors to worlds which they cannot [illegible] [illegible] they are able to read extensively on their own.

Hearing a story is an experience shared by all the children in the classroom. They laugh together during a funny story or share the excitement of a story which is full of suspense. This sharing of emotions is a part of social development and helps to develop a feeling of class unity.

Books should be selected according to the maturity level of the children. The cumulative and repetitive kind of story appeals to five-year-olds since they particularly enjoy the refrain that appears periodically throughout the story.

In order to help widen the children's interests, a variety of stories is necessary. Stories dealing with the imaginary world of animals and children helps them to realize the differences between fantasy and reality. True stories with the themes based on social concepts and science principles provide informational background. The ABC's and Mother Goose provide the short story type of action situations with rhythmic patterns and rhyming words. Picture books with little or no text allow for interpretation by the children. Moral and social values are presented in story situations where inferences may be drawn and relationships to the world community established.

From time to time books should be selected which relate to current interests and happenings in and out of the classroom. Reinforcement of ideas can come through such stories.

Two kinds of activities may follow the reading or telling of a story. One kind is designed to develop an appreciation of the story. The other is based on the content and is designed primarily to provide learning experiences in other curricular areas. The follow-up activity should not diminish the pleasure the children may have had in listening to the story.

The selection and use of books in the literature program cannot be haphazard or incidental. Books to look at, to read from, and to tell about must be chosen purposefully for the children in order to enrich their experiences and vocabularies, to enhance their background of knowledge, and to widen their horizons.

Goals

The kindergarten literature program should help the child to accomplish the following:

1. Increase his attention span through listening to stories and poems.
2. Derive social and emotional growth by developing a satisfying self-concept, acquiring social concepts necessary to everyday life experiences, building values, forming attitudes, and gaining in self-direction.
3. Escape from the complexities of the world by identifying with characters in the real and imaginary world.
4. Utilize materials which stir the imagination and provide help with personal problems in dealing with peers and in understanding the environment.
5. Satisfy aesthetic needs.
6. Learn to live, love, and think in the world as well as know about it.
7. Use poetry and choral responses for enjoyment rather than performance.
8. Increase speech agility and articulation.
9. Use the rhythm of words and sounds to express moods and feelings.

Activities

1. Have the children dramatize whole or parts of stories. The dramatization should be unrehearsed and spontaneous.
2. Characters, backgrounds, and incidents in a story may be illustrated by the children as one way of interpretation. They can use a variety of media such as paint, papier mache, and handpuppets.
3. The children may dictate word pictures from the literature presented for the teacher to record on a chart.
4. Music can be composed by a child or children for certain favorite poems.
5. Help the children prepare a picture dictionary comprised of the new words used in the telling and reading of stories.
6. Have the children retell favorite stories, using a flannel board and other supportive materials.
7. Have the children make up titles for the books, stories, and poems that have been read to them and compare the original titles with their ideas.
8. New endings to stories can be made up by the children before as well as after hearing the authors' conclusions.
9. The children can plan a story hour where those who can, read to the class. Everyone has a chance to contribute by participating in follow-up activities.
10. Have children relate experiences which they have had that are similar to those found in the literature which has been presented.
11. Have the children dress-up to portray characters found in the stories they have heard.
12. A child may create a story-book character, using materials such as clothespins, soap, yarn, and pipe cleaners.
13. The children can dictate word stories and verses to the teacher as they look at pictures and complete stories begun by the teacher.

Bibliography (Books for Children)

SOCIAL RELATIONSHIPS AND BEHAVIOR

Communicating

Bosoll, Crosby N. *Who's a Pest?* New York: Harper & Row Publishers, 1962.

A humorous story of a boy and a lizard who have difficulty understanding each other.

________. *What Spot?* New York: Harper & Row Publishers, 1963.

A funny story of a walrus and a puffin trying to communicate.

Guilfoile, Elizabeth. *Nobody Listens to Andrew.* Chicago: Follett Publishing Company, 1957.

No one will listen to Andrew when he tries to tell something important.

Haywood, Carolyn. *Primrose Day.* New York: Harcourt, Brace & World, Inc., 1942.

Merry Primrose Ransay comes to the United States and finds that her British speech sets her apart from her fellow second graders.

Cooperating

Beim, Jerrold. *Two Is a Team.* New York: Harcourt, Brace & World, Inc., 1967.

A Black boy and a white boy become a team.

Berg, Jean Horton. *The O'Learys and Friends.* New York: Follett Publishing Company, 1961.

The new family tries to get their cat off the roof. Neighbors come to the rescue and they end up enjoying one another's company.

Accepting Responsibility

Beim, Jerrold. *The Boy Who Sat on Lincoln's Lap.* New York: Harcourt, Brace & World, Inc., 1952.

A bully helps clean up Lincoln's statue for a dedication ceremony.

Gramatky, Hardie. *Little Toot.* New York: G. P. Putnam's Sons, 1939.

Little Toot learns the value of responsibility through an exciting episode.

Lattimore, Eleanor. *Junior.* New York: Harcourt, Brace & World, Inc., 1968.

This story shows how a little Black boy of Charleston helps his family when times are hard.

Sharing

Bonsall, Crosby. *The Case of the Cat's Meow.* New York: Harper & Row Publishers, 1965.

Four young detectives, one of whom is Black, unravel the mystery of the disappearance of Mildred, the cat.

Desbarats, Peter. *Gabrielle and Selena.* New York: Harcourt, Brace & World, Inc., 1968.

When eight-year-olds Gabrielle and Selena decide to exchange families, the joke turns out to be on them. The pictures alone show the girls to be of different races.

Lesk, Lillian. *The Little Red Hen.* New York: Whitman Publishers, 1951.

The pig and the duck will not help the hen raise wheat so she eats all the bread herself.

Lexau, Joan. *Striped Ice Cream.* Philadelphia: J. B. Lippincott Company, 1968.

This is the story of an inner-city Black family's joint efforts to surprise Becky, the youngest, on her birthday.

Schlien, Miriam, *Laurie's New Brother.* New York: Abelard-Schuman, 1961.

Laurie has to accept the fact that she has had her turn being number one, and now it is her brother's turn.

Steptoe, John. *Stevie.* New York: Harper & Row Publishers, 1968.

A boy's reaction to sharing his home and possessions with a younger foster child is portrayed by one of America's most outstanding Black artists.

Yashima, Taro. *Youngest One.* New York: The Viking Press, Inc., 1962.

This book tells the touching story of two friends.

Showing Respect

Hullert, Margaret. *The Funny Baby.* Chicago: Follett Publishing Company, 1963.

Animals make fun of Duckling, and she is sad until she grows to look like a swan.

Yashima, Taro. *Crow Boy.* New York: The Viking Press, Inc., 1955.

In his small Japanese village a shy little boy is ignored by his classmates at school. They derisively call him "Tiny Boy" until they discover that he has much to give them.

Showing Courtesy

Anglund, Joan Walsh. *A Friend Is Someone Who Likes You.* New York: Harcourt, Brace & World, Inc., 1958.

This story tells what a friend is like and about different kinds of friends.

______. *The Three Bears.* New York: Golden Press, 1963.

This is the story of rude Goldilocks and how she gets frightened. This would not have happened if she had been courteous.

Following Rules

Selz, Irma. *Katy Be Good.* New York: Lothrop, Lee & Shepard Company, 1962.

This is the story of an Amish girl in the city.

Seuss, Dr. *The Cat in the Hat.* New York: Random House, Inc., 1967.

This story is about a cat who didn't like to follow the rules of playing in the house and how he got in trouble.

Developing Self-control

Hurd, Edith. *Stop, Stop.* New York: Harper & Row Publishers, 1961.

The children find it hard to be good but are rewarded when they are good.

Tarry, Ellen, and Ets, Marie Hall. *My Dog Rinty*. New York: The Viking Press, Inc., 1946.

A small boy faces the heartbreaking issue of destroying a beloved pet.

Ward, Lynd. *The Biggest Bear*. Boston: Houghton Mifflin Company, 1952.

A boy has to get rid of the pet bear that he loves.

Wilson, Julia. *Becky*. New York: Thomas Y. Crowell Company, 1956.

A girl wants a doll very much but doesn't want to steal it. She gets the doll in the end.

Showing Interest in the Group

Anderson; Lonzpo; and Adams. *Two-Hundred Rabbits*. New York: The Viking Press, Inc., 1968.

Rabbit joins 199 rabbits to help the group.

Grifalconi, Ann. *City Rhythms*. Indianapolis, Ind.: The Bobbs-Merrill Company, 1965.

A little Black boy who captures the sounds of his city environment fits them into a rhythm pattern which is played by the neighborhood children on tin cans, empty bottles, and pieces of wood.

Hoff, Syd. *Who Will Be My Friends*. New York: Harper & Row Publishers, 1960.

A little boy moves into a new neighborhood and finds new friends at the playground.

Keats, Ezra Jack. *My Dog Is Lost!* New York: Crowell Collier and Macmillan, Inc., 1960.

When small Juanito comes to New York from Puerto Rico, he loses his only friend, his dog.

Peet, Bill. *Farewell to Shady Glade*. Boston: Houghton Mifflin Company, 1966.

Animals travel together to find a new home.

Surang, Anico. *The Loved Bridge*. New York: Holiday House, Inc., 1967.

They worked together to save a bridge.

EMOTIONAL BEHAVIOR

Accepting One's Self

Anglund, Joan Walsh. *Look Out the Window*. New York: Harcourt, Brace & World, Inc., 1959.

This charming little book teaches the child to be proud of his uniqueness.

Armour, Richard. *The Year Santa Went Modern*. New York: McGraw-Hill Book Company, 1964.

Santa decides to lose weight, shave, and get a car. He later realizes that he was more comfortable with his old image.

Heimeran, Ernst. *The Story of the Coal-Black Horse*. New York: Hart Publishing Co., Inc., 1968.

Lively quatrains tell the story of a coal-black horse that is dissatisfied with his color.

Kraus, Robert. *The Little Giant.* New York: Harper & Row Publishers, 1967.

The little giant has no confidence in himself until he sees himself through the eyes of two tiny ants.

Lopshire, Robert. *Put Me in the Zoo.* New York: Random House, Inc., 1960.

The character in this story wants to be part of the zoo. He learns to accept the fact that he is better suited for the circus.

Milne, A. A. *The Christopher Robin Book of Verse.* "Teddy Bear." New York: E. P. Dutton & Co., Inc., 1967.

Pooh is unhappy with being stout. Something happens to make him proud!

Payne, Joan Balfour. *The Raven and Other Fairy Tales.* New York: Hastings House, Publishers, Inc., 1966.

All the fairy tales in this collection have Black heroes and heroines.

Roberts, Nancy. *A Week in Robert's World.* New York: Crowell Collier and Macmillan, Inc., 1967.

Robert Lee Harris is a young Black boy who lives in North Carolina. This book depicts a typical week in his life.

Sharpe, Stells. *Tobe.* Chapel Hill, N.C.: University of North Carolina Press, 1969.

This is a series of documentary photographs of a Southern Black farm family.

Yolen, Jane. *It All Depends.* New York: Funk & Wagnalls, 1968.

A Black mother explains to her son what is big and what is little.

Accepting the Teacher and Being Accepted by Her

Finfer, Colentha. *Grandmother Dear.* Chicago: Follett Publishing Company, 1966.

A little boy "helps" his grandmother all day. She "learns" all about his games.

Lexau, Joan. *I Should Have Stayed in Bed.* Cadmus, 1965.

Nothing goes right for Sam, a Black boy, at school that day. Not even the teacher understands his problem.

Feeling that One Belongs

Bright, Robert. *Which Is Willy?* New York: Doubleday & Company, Inc., 1959.

Willy leaves the group. After several experiences, he finds he wants to be home with his group.

Belpre, Pura. *Santiago.* New York: Frederick Warne & Co., Inc., 1967.

A boy from Puerto Rico, living in New York City, manages to convince his American friends of the existence of a marvelous pet.

________. *No Funny Business.* New York: Frederick Warne & Co., Inc.

The family doesn't take the cat with them to the picnic. The cat has fanciful dreams, but the family doesn't have a good time without him.

Feeling Physically and Emotionally Secure

Anglund, Joan Walsh. *What Color Is Love?* New York: Harcourt, Brace & World, Inc., 1966.

A sweet story about love that the small child can understand.

Hohoff, Tay. *J. B., The Cat Who Wanted Out*. Philadelphia: J. B. Lippincott Co., 1959.

When the cat finally manages to get out of his apartment, he realizes that he was much better off in the apartment.

Keats, Ezra Jack. *Peter's Chair*. New York: Harper & Row Publishers, 1967.

Many things for Peter are hard to get used to when his new baby sister comes, but when they try to paint his favorite chair pink for the new baby, Peter, a Black child, runs away.

Rey, H. A. *Curious George Goes to the Hospital*. Boston: Houghton Mifflin Company, 1966.

Curious George's experiences at the hospital might help the apprehensive child who is going to the hospital.

Rosenbaum, Eileen. *Ronnie*. New York: Parents' Magazine Press, 1967.

Photographs tell the story of a young Black boy, his family and friends, his life in the city, and some of his secrets.

Stover, JoAnn. *I'm in a Family*. New York: David McKay Co., Inc., 1966.

This story portrays security in a family.

Swift, Hildegarde. *The Little Red Light House and the Great Grey Bridge*. New York: Harcourt, Brace & World, Inc., 1942.

The red light house withdraws when the grey bridge outshines him. The bridge tells him they have different uses, so all ends well.

Tworkov, Jack. *The Camel Who Took a Walk*. New York: E. P. Dutton & Co., Inc., 1951.

Other jungle animals prepare themselves to help the camel who walks in danger.

Working Up to One's Ability

Anderson, C. W. *The Crooked Colt*. New York: Crowell Collier and Macmillan, Inc., 1954.

A colt is born with crooked legs. Except for his mother and a little girl, no one appreciates him. Through bravery and hard work he overcomes his handicap.

Keats, Ezra Jack. *Goggles*. New York: Crowell Collier and Macmillan, Inc., 1966.

Peter, a little Black boy, shows that brain can triumph over brawn.

Potter, Marian. *The Little Red Caboose*. New York: Golden Press, 1968.

The little red caboose saves the train. Instead of being ignored as he had been, he is now praised.

Wilsmith, Brian. *The Hare and the Tortoise*. New York: Franklin Watts, Inc., 1966.

The familiar tale of the successful tortoise is accompanied by beautiful illustrations.

Teacher Guidance While Learning

Caudill, Rebecca. *A Pocketful of Crickets*. New York: Holt, Rinehart & Winston, Inc., 1964.

A story of a little boy with a noisy cricket and how his teacher handles his embarrassing situation.

Hill, Lene. *The Little Black Hen.* Chicago: Brandths Children's Press, 1965.

The hen is forced to leave the farm and is offered guidance by the animals and the woodsmen.

Keats, Ezra Jack. *Whistle for Willie.* The Viking Press, Inc., 1964.

Peter blows and blows, but no whistle comes. Not even putting on his father's hat makes him grown up enough to whistle.

Seuss, Dr. *How the Grinch Stole Christmas!* New York: Random House, Inc., 1957.

The mean Grinch is guided by the Who's activities to change his behavior.

Receiving Approval for Achievement

Baldwin, Anne N. *Sunflowers for Tina.* New York: Four Winds Press, 1968.

Tina, a Black girl in New York City, wants her own garden, but she is unable to grow anything in her tiny backyard.

DeJong, Mundert. *Nobody Plays with a Cabbage.* New York: Harper & Row Publishers, 1962.

A little boy patiently waits for his cabbage to grow.

Keats, Ezra Jack. *A Letter to Amy.* New York: Harper & Row Publishers, 1968.

Peter writes a letter to Amy inviting her to his birthday party. In his eagerness to mail it, he bumps into Amy knocking her down. Now he's afraid she won't come to his party.

Newman, Rudolf. *The Bad Bear.* New York: Crowell Collier and Macmillan, Inc., 1964.

The bad bear turns a new leaf to become a good bear.

Schlien, Miriam. *The Big Cheese.* New York: William R. Scott, Inc., 1957.

A man makes cheese for the king and he lets everyone have a bite.

Receiving Fair Treatment and Support

Engemean, Jack. *My First Days at School.* Indianapolis, Ind.: The Bobbs-Merrill Co., Inc., 1960.

This is a good introduction to school life.

Ormsby, Virginia H. *Twenty-One Children.* Philadelphia: J. B. Lippincott Co., 1968.

A typical week in an elementary school and the arrival of an interesting Spanish-speaking pupil is related in this book.

Watts, Marjorie. *The Policeman.* Chicago: Follett Publishing Company, 1954.

A child learns to obey and respect authority first in the policeman and then in others.

Controlling Feelings and Behavior

Bemelman, Ludwig. *Madeline and Bad Hats.* New York: The Viking Press, Inc., 1956.

A little boy learns his lesson when Madeline has to save him from one of his own bad tricks.

Eastman, P. D. *Sam and the Firefly.* New York: Beginner Books, 1958.

When the firefly causes trouble, he is captured by a man. His friend, the owl, saves him in time for the firefly to prevent an accident.

Meigs, Cornelia; Nesbitt, Elizabeth; Eaton, Anne; and Viguers, Ruth Hill. *A Critical History of Children's Literature*. New York: Crowell Collier and Macmillan, Inc., 1969.

A perceptive history of various kinds of books for children.

Nesbitt, Elisabeth. *Following Folktales Around the World*. Compton's Encyclopedia.

An excellent article on folktale storytelling with an annotated list of folktales, grouped by country.

Sawyer, Ruth. *How to Tell A Story*. 12-page reprint. Compton's Encyclopedia.

Single copies are free to librarians and teachers on request.

________. *The Way of the Storyteller*. rev. ed. New York: The Viking Press, Inc., 1962.

A well-known storyteller and author of juvenile books, who studied under Mario Shedlock, gives very practical suggestions for becoming a storyteller. Several stories recommended for the storyteller are included.

Shedlock, Mario I. *The Art of the Story-Teller*. New York: Dover Publications, Inc.

A delightful introduction to the art of storytelling by an Englishwoman who pioneered in the field. The chapter "Questions Teachers Ask" is particularly pertinent. A number of tales are included as recommended storytelling material.

Sragow, Joan. *Best Books for Children*. New York: R. R. Bowker Co., 1968.

A catalog of 4000 titles.

Tooze, Ruth. *Storytelling*. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1959.

This book offers helpful suggestions for beginning storytellers.

________. *Your Children Want To Read, A Guide for Teachers and Parents*. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1957.

The director of a traveling exhibit of children's books reports on children's reading interests and describes hundreds of books with suggestions for introducing them to children.

Whitehead, Robert J. *Children's Literature: Strategies of Teaching*. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1968.

This book surveys the principles, techniques, and materials for teaching literature to children in elementary school and presents in-depth steps for organizing literature programs in the classroom and for teaching literature to individuals and class groups.

Working and Playing in a Friendly Environment

Bosoll, Crosby N. *Dumb Bells.* New York: Harper & Row Publishers, 1961.

Boys work together so that they can get a telephone for the clubhouse.

Buchmeirer, Naomi. *I Know a Teacher.* New York: G. P. Putnam's Sons, 1967.

This book acquaints the child with school procedures and offers security to the child new to school.

Keats, Ezra Jack. *The Snowy Day.* New York: The Viking Press, Inc., 1962.

A little Black boy plays in the snow. This story has beautiful illustrations.

McCloskey, Robert. *Make Way for Ducklings.* New York: The Viking Press, Inc., 1941.

This is the story of little ducks walking in the city.

Olsen, Aileen. *Bernadine and the Water Bucket.* New York: Abelard-Schuman Limited, 1966.

Bernadine plays while she does her chores. Her parents treat her gently and with humor.

Ormsby, Virginia. *What's Wrong with Julio.* Philadelphia: J. B. Lippincott Co., 1968.

Homesick, Spanish-speaking Julio won't laugh or join his class until his classmates help him.

Bibliography (References for the Teacher)

Arbuthnot, May Hill. *Children and Books.* Glenview, Illinois: Scott, Foresman and Company, 1964.

A splendid text and reference book for students of children's literature and classroom teachers. It includes many stories and sample chapters from distinguished children's books.

Betchel, Louise Seaman. *Books in Search of Children.* New York: Crowell Collier and Macmillan, Inc., 1969.

A necessity to all children's librarians and teachers of children's literature, this book highlights the growth of American publishing for children during four decades, beginning in 1919, when Mrs. Betchel founded the Macmillan Children's Book Department — the first in the United States.

Beyer, Evelyn. *Teaching Young Children.* New York: Pegasus, 1968.

The author has set down for the teacher what she needs to know, the kind of person she needs to be, and what happens in her classroom as she teaches the young child. Of particular value is part three which suggests to teachers how to use books and stories as a basis for meaningful learning.

Brown, Helen A., and Heltman, Harry J. *Read-Together.* New York: Harper & Row Publishers, 1961.

An anthology of verse for choral reading with young children. The purpose, procedures, and suggested follow-up activities are provided following each selection and the divisions within the book. The poems are all specifically related to the young child's experiences and interests.

Colum, Padraic. *Story Telling New and Old*. New York: Crowell Collier and Macmillan, Inc., 1968.

A master storyteller explains his art in an essay first published in *The Fountain of Youth* (1927), reissued when Mr. Colum won the Regina Medal in 1961, and now made available again at the request of librarians and educators. Illustrations by Jay Van Everen.

Fenner, Phyllis. *The Proof of the Pudding: What Children Read*. New York: The John Day Company, Inc., 1957.

An experienced school librarian reports what children like to read and why, suggests how they can be encouraged to read more, and recommends hundreds of books for many kinds of readers.

Frank, Josette. *Your Child's Reading Today*. rev. ed. New York: Doubleday & Company, Inc., 1969.

An excellent guide for parents, with many annotated book lists.

Ghorgiou, Constantine. *Children and Their Literature*. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1969.

A vital reference concerned with children and the special art of their literature. Designed with beauty and balance in text and pictures, this book surveys the kaleidoscopic world of books children read. Well organized, this useful reference formulates a fine critical approach to children's reading as well as providing an historical survey of books that comprise the large body of material in this art form.

Huber, Miriam Blanton. *Story and Verse for Children*. 3rd ed. New York: Crowell Collier and Macmillan, Inc., 1965.

This book contains over 500 carefully chosen selections. It is designed to help teachers in their work with children and in the selection of materials for libraries and classrooms.

Hughes, Rosalind. *Let's Enjoy Poetry*. Boston: Houghton Mifflin Company, 1963.

An anthology of poems for kindergarten through grade three, with excellent teaching suggestions following each page. The book is divided into sections dealing with poems to teach rhythm, poems for choral verse, line-a-child or group poems, as well as poems related to seasons, holidays, and science.

Johnson, Edna, *et al*, eds. 4th ed. *Anthology of Children's Literature*. Boston: Houghton Mifflin Company, 1970.

A veritable treasure of choice poems, stories, and chapters from outstanding children's books, with excellent introductory parts telling of various types of books.

Langdon, Grace, and Stout, Irving W. *Teaching in the Primary Grades*. New York: Crowell Collier and Macmillan, Inc., 1964.

This book provides general and specific material for the preparation of teachers of kindergarten through the third grade. The approach is essentially practical, and yet, purposes and goals are not slighted.

Larrick, Nancy. *A Parent's Guide to Children's Reading*. Garden City, N. Y.: Doubleday & Company, Inc., 1969.

A practical handbook to encourage parents' cooperation in the development of children's skill and pleasure in reading. It is well organized for easy reference.

Overview

Informal instruction in handwriting is usually undertaken in the kindergarten through experiences to develop finger dexterity, eye-hand coordination, and muscular control. The amount of actual writing depends upon the child's experiences and interest, his maturity, and need. Long before the child enters kindergarten, he has had some opportunity to become aware of writing. He has observed adults writing names and notes and has noticed the labels on many items in the environment.

Regardless of the time when writing begins formally, the child progresses through a series of stages that include scribbling and drawing, dictating information for the teacher to write, and attempting to copy the letters in his name.

When the child shows he is ready to write, guidance is necessary. Manuscript writing is recommended because the letter forms are based largely on circles and straight and slanting lines. Capital letter forms are often used at first because these are all one size and the child does not have to make adjustments in size while writing. As writing skill develops, however, he can begin to use both capital and lower case letters and gradually reduce the size of his writing. Inexperience in writing from left to right, limited visual memory, as well as eye-hand coordination are usual causes for error. Handedness may also cause confusion.

The child should handle the crayon, the paintbrush, and the scissors before using the pencil, and exercises involving arm and finger movements should be part of the pre-writing experiences.

No longer is the kindergarten child expected to be able to write his name before he enters first grade. Freedom from tension is essential, and only those children who want to try to write should be encouraged and taught to do so. The learning-to-write skill should be intensely interesting to the child and guidance given when he asks for it and is ready for it.

Goals

The kindergarten handwriting program should help the child to accomplish the following:

1. Develop eye-hand coordination and fine muscle control through the use of a variety of manipulative materials.

2. Note the labels on objects to become aware of the form and symbols of writing.
3. Develop through the use of crayons, paints, clay, and scissors the manual dexterity necessary for writing successfully.
4. Understand the need for writing as opportunities are provided.
5. Develop the ability to hold chalk, crayon, and pencil correctly before learning to form letters and write words.

Activities

1. Have the children cut out regular and irregular shapes to create a picture story.
2. Provide the children with brushes of different sizes for painting at the easel. The brushes will permit them to create different strokes and lines when illustrating an idea or feeling.
3. Play records with different tempos such as a march and waltz as the children fingerpaint.
4. Have the children use small blocks and irregular wood shapes to portray a scene or idea resulting from a field trip.
5. Have the children draw scribbles, lines, and curves on the chalkboard, going from left to right.
6. To help the children develop muscle control, have them trace geometric shapes and letters to cut out and use in creating designs.
7. Have the children follow along the dots on sewing cards, using tapestry yarn and needle.
8. To help establish the basic strokes of letter formation, have the children cut out circles, rectangles, squares, and triangles to assemble into furniture, toys, flowers, and fruit.
9. When the child wants to know how to write the letters and later his name or copy a label, whether it be in capital or lower case letters, unlined newsprint should be used. The child should be shown the correct position for the paper, correct writing posture, and how to make the letters correctly going from top to bottom and left to right.
10. Have the children write in the sand in the sandbox. Moisten the sand just enough so that they can make lanes or roads. They can also write in the sand with fingers and hands, pretending that a puppy is chasing his tail (circles), a caterpillar is humping along (m,n).
11. Using crayons and large unlined newsprint or manila paper, the children can imitate with scribbles many action ideas. Some ideas include the following:
    a. A truck going up and down hill
    b. A ball rolling around the floor
    c. A kitten making her bed
    d. A worm or caterpillar walking
    e. Lightning in the sky
12. Using commercially prepared three-dimensional letters of plywood, have the child select a letter from a bag and without looking at it try to guess what the letter is by its shape.

Bibliography

Burrows. Alvina Truet; Jackson, Doris; and Saunders, Dorothy. 3rd ed. *They All Want to Write*. New York: Holt, Rinehart & Winston, Inc., 1964.

Chapters 1 and 2 deal with writing as a significant part in the child's development. Emphasis is placed upon practical writing, personal writing, and creative writing as dictated and done by the young child. Examples of stories and dictated notes are included for a teacher's evaluation.

Foster, Josephine C., and Headley, Neith E. *Education in the Kindergarten*. New York: American Book Company, 1966.

Emphasis is given to the steps required before the writing technique is taught.

Gesell, Arnold, and Ilg, Frances L. *The Child from Five to Ten*. New York: Harper & Row Publishers, 1946.

In outline form, the authors spell out the steps and levels necessary to the development of handwriting. These steps relate to children from 3 1/2 to 7 years of age. In the chapters dealing with the five- and six-year-old child, maturity traits related to learning and writing the letter and number symbols are also discussed and characterized.

Hymes, James L., Jr. *Teaching the Child Under Six*. Columbus, Ohio: Charles E Merrill Publishing Co., 1968.

Throughout this book the author explores the subject centered curriculum as related to teaching the three R's. On pages 93-96 the ways that writing may be developed in the classroom are discussed.

_________. *Before the Child Reads*. New York: Harper & Row Publisher, 1958.

In this volume the author presents the readiness of the five- and six-year-old children in relation to oral stories, dictated reports, and original compositions. The emphasis is not placed on the writing skill, but rather on how one develops interest in the writing habit.

EXPLORATION

MATHEMATICS

Overview

The kindergarten offers an ideal environment in which to introduce mathematics in an informal manner, and many mathematical learnings can be acquired by the child through activities related to social situations. Since the young child is often intrigued with mathematical ideas, work with numerical, geometric, and other quantitative concepts can become a fascinating form of play. However, the possibilities for learning are dependent upon the imagination and resourcefulness of the teacher.

An important function of the mathematics program should be to aid the child in a search for patterns and relationships, with the emphasis less on a telling and showing approach and more on the discovery method. The child should be allowed to interact constantly with a broad variety of concrete materials followed by many semi-concrete experiences. Cuisenaire rods, manipulative devices, games, songs, or other planned experiences help the child develop mathematical understandings.

The content of the program should help the child to develop beginning concepts in the areas of number, geometry, quantity, sets, basic operations, measurement, money, positional relationships, and mathematical vocabulary.

Since kindergarten children are at various stages of development, their ability to comprehend mathematical patterns and relationships will vary. However, they will develop an interest and understanding of mathematics if they are ready for a particular learning sequence; if mathematics is an integrated, meaningful classroom activity; if it is embedded initially in many concrete experiences; and if the children may revisit their learning in a variety of ways.

The teacher should strive to provide maximum flexibility in the mathematics program in order to meet the needs of each child. At this stage of educational development, mastery of material to a predetermined level of proficiency is not appropriate. The gradual growth of mathematic concepts is an important part of the total growth of the kindergarten child.

Goals

The kindergarten mathematics program should help the child accomplish the following:

1. Develop an understanding of the relationships of quantity.

2. Develop the ability to associate number and numeral.
3. Identify simple geometric shapes.
4. Explore simple ways of measurement.
5. Develop a mathematical vocabulary.
6. Understand one-to-one correspondence.

Activities

1. Have the child use Cuisenaire rods, Attribute blocks, Stern rods, Unit blocks, Montessori beads, or the Lucas and Neufeld games in a "free play" situation. Allow him to manipulate the materials in any way he chooses without restriction.
2. Have the child use pencils, books, sheets of paper, or his hands to measure various objects around the classroom.
3. Children can make "rod trains" with Cuisenaire rods by placing rods in line and having them touch end to end.
4. Using the balance scales, have the child weigh a variety of objects in the room. Provide objects where the size-weight relationship is reversed, for example, a small steel ball and a large styro-foam ball.
5. Use Stern rods, blocks, or oaktag strips to represent various numbers. Give the child a three-block strip and allow him to construct another strip the same size, using 1 and 2 block strips.
6. Several children can fill similar containers with sand, using small spoons. At the same time, several other children can fill containers of the same size with large spoons to discover which spoons fill the containers first. The two groups may then exchange spoons and repeat the procedure.
7. Have a child count as he bounces and catches a ball.
8. A child may make an outline of his feet on oaktag and cut them out. He can use the oaktag feet to measure the length of various objects in the room.
9. Using an egg timer, time several children as they string beads. At the end of three minutes, compare the length of each string of beads. The children can arrange the strings from the shortest to the longest.
10. Have several children hold a few Cuisenaire rods behind their backs. The teacher names a rod and the child holding that rod brings it to the front and holds it up. Individual children may take turns leading the game.
11. Have the child work with sets of cut out shapes of various sizes, arranging them in order of increasing and decreasing size.
12. Have the child divide the "people pieces" which are included in the set of Attribute blocks into subsets. (See Bibliography.)
13. Have the child construct circles, squares, triangles and rectangles, using string, wire, yarn, or straws.
14. The weights of different objects and materials such as paper clips and elastics and spools and buttons can be compared by the child, using balance scales. The child counts the number of objects used to effect the balance.
15. Give the child an opportunity during the day to learn one-to-one correspondence by passing out crayons, paper, rugs, and other materials.
16. Have the child locate sets of two objects in the classroom.
17. Place a set of felt rabbits on the flannel board. Give an equivalent set of felt carrots to a child, and ask him to place a carrot beside each rabbit.

MATERIALS FOR MATHEMATICS

- Pegboards
- Play money
- Montessori Unifix Cubes
- Counting disks
- Cash register
- Calendar
- Giant dominoes
- Enlarged United States coins
- Thermometer
- Floor number line
- Counting bar
- Counting frame
- Pint, quart, gallon, cup measures
- Form boards
- Puzzles
- Balance scales
- Stepping stones with numerals
- Colored beads
- Blocks
- Stern rods
- Geo boards and elastic bands
- Cuisenaire rods
- Flannelboard cutouts
- Height chart
- Clocks
- Rulers
- Yardsticks
- Water and sand tables
- Raised numeral cards
- Tape measure
- 100 bead chain
- Plastic numerals
- Attribute blocks

Bibliography

Bezuska, Stanley J.; McDonnell, Rose Anita; and McDonnell, William H. *Contemporary Mathematics 1a.* New York: William H. Sadlier, Inc., 1968.

A source of ideas relating to the early development of mathematical concepts. Content may be interwoven with realia in the development of a kindergarten program.

Elementary Science Study. *Attribute Games and Problems.* Teachers Guide. Newton, Mass.: Educational Development Center, 1966.

A variety of materials including color cubes, blocks, people pieces, creature cards, colored loops, label cards, and problem cards for activities. Activities simple enough for the five-year-old are included.

Gattegno, C. *Mathematics with Numbers in Color, Book A.* New Rochelle, New York: Cuisenaire Company of America, Inc., 1961.

The development of the use of the Cuisenaire rods is described. Early chapters are helpful to the kindergarten teacher. The book also provides specific problem approaches for teacher and pupils.

Greater Cleveland Mathematics Program. *Teachers Guide for Kindergarten.* Chicago: Science Research Associates, Inc., 1962.

The kindergarten content consists of physical geometry, sets, number-numeral, orders and relations, and readiness for addition and subtraction. The guide includes a number of activities related to pupil involvement with a variety of materials.

Grossnickle, Foster E.; Brueckner, Leo J; and Reckzeh, John. *Discovering Meanings in Elementary School Mathematics.* New York: Holt, Rinehart and Winston, Inc., 1968.

The authors have taken into consideration the School Mathematics Study Group (SMSG), the Greater Cleveland Mathematics Program (GCMP), and Stanford experiments in their suggested content for the kindergarten and primary grades.

18. Make modernistic animals, using cutouts of various shapes and sizes. Each child can create his own animal.

19. Provide opportunities throughout the day for the child to develop an awareness of the following vocabulary:

above
alike
as many as
back
below
beside
between
big
bigger
biggest
button
circle
count
empty set
equivalent set
few
fewer than
fewest
first
front
great
greater
greatest
half
heavy
heavier
heaviest
high
higher
highest
horizontal
inside
large
larger
largest
light
lighter
lightest
little
littler
littlest
long
longer
longest
low
lower
lowest
more
more than
most
number
numeral
one more
over
outside
pattern
rectangle
region
round
small
smaller
smallest
square
straight
tall
taller
tallest
top
triangle
under

20. Place geometric shapes made of masonite, sandpaper, or cardboard in a box. Have a child stand with his back to the box, reach in, and choose a shape. Keeping it behind him, he can feel and name the shape.

21. Have the child construct point and line pictures by drawing points on his paper and then drawing lines to connect these points.

22. Help the children learn about lines by reading *Harold and the Purple Crayon* by Crockett Johnson to them.

23. Use materials such as dishes, silverware, cups, and glasses from the playhouse in the classroom to develop an understanding of sets.

24. Use the book *Mitten* by Alvin Tresselt to introduce pairs.

25. Make applesauce. Using ten apples, have the children cut them in halves, then cut the halves in halves. Place the apples in an electric frypan, and add one cup of water. Cook the apples until soft, then put them through a food mill. Add one-half teaspoon of nutmeg, one-half teaspoon of cinnamon, and one-half cup of sugar. Cool and eat.

26. Have a child use a geo board to make outlines of various shapes. Place colored rubber bands around the pins to make the shapes.

27. Construct twelve fish from oaktag, and attach a paper clip to each one. Number the fish from one to twelve, and scatter them on a table. Have a child pick them up in numerical order with a magnetic fishing pole.

28. Write the numeral 3 on a large piece of construction paper. Have a child draw a set of three beside the numeral 3. Continue in the same way with different numerals.

29. Throughout the year, children can locate the numerals on the clock.

30. Construct "kinesthetic numerals" of sandpaper or tapioca and glue.

31. Place triangles, squares, rectangles, and circles on a flannel board. Have a child select a shape named by the teacher or by another child.

32. Have a child make a staircase pattern, using one Cuisenaire rod of each color. The child can read the colors up and down the staircase with eyes open, then repeat the process with eyes shut, feeling each rod.

33. Ask the children to collect such things as acorns, pine cones, and chestnuts. Each child can count the items in his collections.

Leeper, Sarah Hammond; Dales, Ruth J; Skipper, Dora Sikes; and Witherspoon, Ralph L. *Good Schools for Young Children.* New York: Crowell Collier and Macmillan, Inc., 1968.

A presentation that includes the ideas of authorities in the field of mathematics and early childhood education. A framework is available, relating to content and method.

Lexington Public Schools. *Kindergarten Curriculum Guide.* Lexington, Mass.: 1969.

Chapter 4 includes a host of activities in the areas of vocabulary, qualitative and quantitative relationships, one-to-one correspondence, and associating number with numeral.

Lucas, James S., and Neufeld, Evelyn. *Developing Number Experiences.* Teachers Guide, Kit A. New York: Holt, Rinehart & Winston, Inc., 1966.

The kit and workbook are based on Piaget's work on the growth of mathematical thinking in collaboration with Dienes. Concepts of reversibility, classification, and a sensory approach are utilized. A series of classification games and ordering games are provided for the child.

Montessori, Maria. *The Montessori Elementary Material.* Cambridge, Mass.: Robert Bentley, Inc., 1965.

Maria Montessori presents her approach to mathematics in the total school situation through the use of materials. Some items discussed are beads, bead frames, cardboard squares with sockets, iron insets, and hollow geometric solids.

National Council of Teachers of Mathematics. *The Growth of Mathematical Ideas, Grades K-12.* Washington, D. C.: Twenty-fourth Yearbook, 1959.

This yearbook highlights the essential elements of basic mathematical understandings which should be continually developed in a mathematics curriculum in grades K-12.

National Council of Teachers of Mathematics. *Instruction in Arithmetic.* Washington, D.C.: Twenty-fifth Yearbook, 1960.

This yearbook covers the range of the teacher's role in arithmetic instruction. Chapter 5 is specifically related to arithmetic in grades K-2. A critical analysis and suggestions for a program of instruction in kindergarten are presented by the author. A selected annotated bibliography of periodical literature is included.

Platts, Mary E., ed. *PLUS.* Benton Harbor, Michigan: Educational Service, Inc., 1964.

A book of games and suggested activities in elementary school mathematics, including kindergarten. Ideas have been developed and tested by teachers in the field.

Robison, Helen F., and Spodek, Bernard. *New Directions in the Kindergarten.* New York: Teachers College Press, Columbia University, 1965.

The authors discuss the role of the new mathematics with reference to the needs of the kindergarten child. The work of Rasmussen, Suppes, Dienes and the Greater Cleveland Mathematics Program, Robison, and Spodek present some bridges for helping the child to move into abstract thinking.

School Mathematics Study Group. Teachers Commentary. *Mathematics for the Elementary School, Book K.* New Haven, Connecticut: Yale University Press, 1964.

Major areas in mathematics are organized into objective vocabulary, materials, and activities. A list of materials and a bibliography of children's books are available in the teacher's guide.

Overview

Science is a way of finding out. It is a search in which man investigates the world of nature and attempts to interpret it. The kindergarten child comes naturally to the world of science for he has a natural curiosity which begins soon after birth and continues to enlarge as he grows and interacts with his environment. The five-year-old's senses are keen, and he learns most effectively through concrete, first-hand experiences.

Science as an initial school experience should be discovery in nature rather than a memorization of facts, and the youngster should be provided with experiences that enable him to acquire basic skills and attitudes essential to the learning of science. He should be encouraged to employ the basic processes of science—to explore, question, observe, classify, predict, and solve problems in a creative and imaginative way.

Content is learned and attitudes developed by involving the child directly in the processes of science. He will learn to understand science through participating in science activities. Therefore the teacher should provide a variety of activities related to the child's ability and interest. She should set the stage for him to speculate and make intelligent guesses about answers to questions. Methodology should be basically a "Let's find out" approach. By guiding and directing the child in his observations, the teacher helps him increase his power of discrimination and aids him to develop the ability to classify data.

The use of logically expanding experiments will give the child training and experience in the scientific process of testing hypotheses. The investigation of such basic scientific subject areas as sound, light, and electricity should be related to scientific process rather than the learning of scientific content. At times the child may wish to review activities and should be encouraged to do so, so that he can enlarge on or reinforce initial learnings.

A science area in the classroom infused frequently with scientific realia contributed by the teacher and children will assist in motivating the children if they are allowed reasonable freedom to handle and manipulate the materials.

Science programs for young children have increased significantly during recent years, and attempts have been made to provide for continuity of science learning from kindergarten through the primary grades. These programs have emphasized behavioral goals, prerequisite knowledge, concept attainment, and use of specialized materials. The American Association for the Advancement of Science, the Science Curriculum Improvement Study, and the Elementary Science Study are examples of national programs which have been developed to improve the teaching of science at the elementary level. Every teacher should become familiar with the aims, objectives, and materials of these programs.

The teacher, therefore, has a major responsibility for creating a extensive, scientific environment filled with a myriad of sequential activities. She must use the child's natural interest in living things of all kinds, his questioning attitude toward the physical world, and his exploratory nature both in and out of the classroom. As a result, the child may learn the basic elements of scientific inquiry, achieve the beginnings of scientific literacy, and create a wholesome attitude toward continued learning about the real world.

Goals

The kindergarten science program should help the child accomplish the following:

1. Increase his powers of observation.
2. Increase his ability to communicate observations to others.
3. Develop his ability to classify objects according to size, color, shape, weight, and texture.
4. Develop his ability to make predictions.
5. Develop his ability in the process of solving problems.

Activities

1. Select one area of the room and develop a science interest center. During the year place realia in the center for the child to observe and manipulate. Items should be changed at frequent intervals in accordance with children's interests and usage. Following are suggested materials for the center:
    a. Locks and keys
    b. Carburetor and gears
    c. Screwdrivers and pliers
    d. Nuts and bolts
    e. Chicken bones, pictures of skeletons, and X rays of bones
    f. Bicycle pump, bellows, balls
    g. Prisms, kaleidoscope
    h. Thermometers
    i. Ramps, rope,bucket, pulley
    j. Light bulb, dry cell battery, wire
    k. Scales (bathroom, balance, baby, letter) and a variety of nails, washers, bolts, screws, for weighing
    l. Magnifying glasses, microscope, seeds, pond water, bark, flowers
    m. Dinosaur models, pictures, books
    n. Metronome, toy clocks with gears, egg timer, old clocks to take apart and manipulate
    o. Cotton balls saturated with lemon, vinegar, vanilla, cloves, perfume
    p. Sand dollar, starfish, assorted sea shells
    q. Display of collected materials—rocks, leaves, nests, acorns, cones, needles, insects
    r. Maps, compass, globe

   s. Eyedroppers, tuning forks, eye charts, stethoscope
   t. Yardstick, ruler, tape measure, and T square
   u. Aquariums, terrariums, animals in cages, etc.

2. Take a "sight-and-sound" walk. Tell the children to observe and listen well so that they can talk about things they see and hear. Tape record the discussion session, and play the children's tape back to them.
3. Using the water table or a tub filled with water, observe what happens when objects such as corks, pebbles, wood, paper, bolts, and sponges are placed in the water.
4. Help the children make jello. Follow the directions on the package and observe changes that take place—from powder, to a liquid, to a solid. Melt some jello to show how it returns to a liquid.
5. Observe various types of animals. For example, observe how a tortoise walks - its feet and toes. Allow each child to hold and feel the animal. Note characteristics of the shell, underpart of the body, and eyes.
6. Take the children on a trip to the zoo. Give them an opportunity to feed the animals and talk to the zoo keeper. Observe a limited number of animals closely.
7. Have each child record the daily growth of his plant. Using a strip of construction paper, have the child measure the height of the plant each day and paste it on a large paper. He can observe periods of rapid and slow growth, and experiment by eliminating water or sunshine for periods of time.
8. Provide a variety of materials for initiating water play. Pans, funnels, jars, spoons, pumps, cups, pails, tubing, sponges, mops, and aprons should provide the child with ample opportunity for exploration.
9. Set up an aquarium, using a variety of water plants, snails, guppies, mollies, neon tetres, and sword tails.
10. Ask the children to bring in buttons of assorted shades and colors. Have some children group them according to basic colors. Other children may sub-group them according to the light and dark shades of a color. The buttons may also be grouped according to size.
11. Use Attribute Blocks to classify objects according to size, shape, and color.
12. Have the children classify objects in the classroom. Make lists of long, short, thick, and thin objects. Yarn may be used as a measuring tool.
13. Collect rough, smooth, hard, and soft objects. Classify the objects according to rough-hard and rough-soft.
14. Place a toy on a simple balance scale. A child may then select an object he thinks has equal weight. Allow him to test his assumption. Repeat the procedure with different objects.
15. Collect leaves in the vicinity of the school. Discuss color, shape, edges, and veining. Have a child place the leaves in piles of big and little, smooth and rough edges, thin and fat veins.
16. Feed some gerbils a variety of foods such as popcorn, toast, rose petals, grapes, cheese, dog biscuits, dandelions, potatoes. Classify foods according to the likes and dislikes of the gerbils.
17. Collect substances which are sweet and sour. The child can taste the materials and classify them according to sweet and sour.
18. Have a child construct a see-saw, using a large hollow block and a board. The other children can think of different objects to place on the see-saw and develop a hypothesis.
19. Using a pan of hot water and a thermometer, allow the children to make predictions as to whether the mercury column will be high, middle, or low when the thermometer is placed in the water. Repeat the experiment, using a pan of ice cubes.
20. Have the children engage in shadow play, making shadows which are tall, small, in front of them, in back of them, moving, and disappearing.
21. Give each child in a small group a mirror. Allow the children to experiment and dis-

cuss discoveries. (See bibliography for Mirror Cards developed by Elementary Science Study.)

22. Place bar and horseshoe magnets on a table with tacks, nails, paper, cloth, gold ring, aluminum, toothpicks, and safety pins. Then have a child attempt to pick up different objects, using a magnet.
23. Have the children close their eyes and identify such foods as orange, onion, peanut butter by odor.
24. Collect rocks. Describe and classify them according to shape, texture, and color.
25. Place a toothpick in each side of a potato and suspend it in a glass. Pour water in the glass to cover the lower part of the potato, having at least two eyes submerged. Have the children observe any new growth that appears.
26. Place one plant in front of a window and a second plant in a closet. Have both plants watered regularly, and observe and compare the two plants.
27. Place various vegetables such as celery, beets, carrots, turnips, and spinach on a table. Have the children classify the parts of each vegetable in relation to roots, stem, leaves, and the parts to be eaten.
28. Place a celery stalk into a jar of water colored with food coloring and allow it to remain overnight. The next day, the children may cut the celery stalk to observe and discuss how plants "drink" water.
29. Using a ramp and several small cars, have the children explore ways of moving cars slowly down the ramp.
30. Develop a daily weather reporting system. Use symbols such as a snowman, an umbrella, a kite, a sun, and a cotton ball to represent snow, rain, wind, sun, and clouds respectively to record the weather for each day. Double symbols may be used if the weather changes during the day.
31. Have the children pour powdered milk, sugar, salt, and instant cocoa each into a separate pan of water to observe the solids dissolving in water.
32. Pour enough cream into a jar to fill it two-thirds full. Close it tightly. Have the children take turns shaking the jar. When butter has been formed, separate it from the whey by pouring it through a sieve. Use a rubber scraper to pat the butter together. Children can eat the butter on crackers.

Bibliography

American Association for the Advancement of Science. *Science - A Process Approach.* New York: Xerox Corporation, 1967.

A program which focuses on breaking down scientific skills into several processes (observing, measuring, classifying, etc.). The process skills may be identified and measured through observable behaviors of children. This is a sequential ordering of skills placed in a hierarchy available in chart form. Experimental materials may be procured in kit form.

Blough, Glenn O., and Schwartz, Julius. *Elementary School Science.* New York: Holt, Rinehart and Winston, 1964.

This text is divided into four basic sections related to teaching elementary science: the earth and the universe, living things, energy, and matter. The first section is most helpful to the kindergarten teacher. Case studies of classroom procedures, organizing a science curriculum from kindergarten through the grades, and criteria for selecting materials should be helpful.

Craig, Gerald S. *Science for the Elementary Schoolteacher.* Waltham, Massachusetts: Blaisdell Publishing Co., 1966.

The aim of this volume is to enable teachers to learn more about science while teaching children. It has been designed as a continuous source of information. Early chapters relate to children, teaching, and learning while the latter part of the book is devoted to subject matter areas.

________. *Science in the Elementary Schools.* "What Research Says to the Teacher." Washington, D. C.: N.E.A. Bulletin No. 12, 1957.

This bulletin provides a background for behavior patterns of children as related to science. The content of elementary science is presented briefly with some emphasis on conservation and community problems. The developmental point of view and the teaching-learning situation are given some stress.

Elementary Science Study. *Teachers Guide for Attribute Games and Problems.* New York: McGraw-Hill Book Company, 1966.

________. *The Curious Gerbils.* New York: McGraw-Hill Book Company, 1967.

________. *Teachers Guide for Growing Seeds.* New York: McGraw-Hill Book Company, 1967.

________. *Teachers Guide for Lights and Shadows.* New York: McGraw-Hill Book Company, 1963.

________. *Teachers Guide for Mirror Cards.* New York: McGraw-Hill Book Company, 1968.

A major approach in elementary science that fosters a mixed strategy. Units are not perfectly planned and leave some decisions to the opportunities of the moment for a particular child, teacher, and the classroom. They appeal to all the senses, to the imagination, and artistic instincts. Experimental equipment is specially designed and varies with subject matter, level of complexity, and style of presentation. Above units are examples of the ESS approach.

Foster, Josephine C., and Headley, Neith E. *Education in the Kindergarten*. New York: American Book Company, 1966.

This book treats the dual nature of science and social studies and the need to consider a non-compartmentalized approach in the kindergarten. Experiences are presented to encourage children to wonder and speculate. An extensive number of community resources are listed. A variety of subject areas in the physical and biological science are labeled *A* or *O* indicating an activity or observation.

Hone, Elizabeth B.; Joseph, Alexander; Victor, Edward; and Brandwein, Paul F. *A Sourcebook for Elementary Science*. New York: Harcourt, Brace & World, Inc., 1962.

The authors provide a voluminous number of techniques, demonstrations, projects, field trips, and suggestions. It is a fine sourcebook for the teacher. Adaptations may be made for kindergartens. Very complete bibliographies are available.

Karplus, Robert, and Thier, Herbert D. *A New Look at Elementary School Science*. Chicago: Rand McNally & Co., 1967.

An explanation of a major approach in the teaching of elementary school science - the Science Curriculum Improvement Study. Each unit is arranged with twofold objectives providing new experiences and establishing one or more abstract concepts. The core of the unit is the definition of the abstraction either through concrete instances or concrete operations.

Leeper, Sarah Hammond; Dales, Ruth J.; Skipper, Dora Sikes; and Witherspoon, Ralph L. *Good Schools for Young Children*. New York: Crowell Collier and Macmillan, Inc., 1968.

The authors foster the idea that experiences in science are important to the young child. The science objectives of Glenn Blough related to problem solving, methods of science, attitudes, subject matter, and interest and appreciation of science are presented.

Nelson, Pearl Astrid. *Elementary School Science Activities*. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1969.

Two areas of this text are most helpful to the kindergarten teacher. One section is devoted to utilizing multi-sensory methods in science training and the other to planning science for the nursery school and kindergarten. Science topics are included for the teacher with a format of purpose, problem, materials, and activity. A comprehensive list of science materials for young children is included.

New York State Education Department. *Science for Children K-3*. Albany, N. Y.: Bureau of Elementary Curriculum Development, 1963.

A handbook comprised of six basic subject matter units each following a general format. The latter is comprised of purpose, apparatus and materials, motivating activities, activities for children, enrichment, understandings gained from the unit, and vocabulary.

Rasmussen, Margaret, ed. *Young Children and Science*. Washington, D.C.: Bulletin of the Association for Childhood Education International, 1964.

This bulletin is aimed at making science interesting to the young child. The role of change, adaptation, variation, energy, time, and space are seen as significant areas of study. The adult's role is identified and a number of photographic illustrations are presented.

Robinson, Helen F., and Spodek, Bernard. *New Directions in the Kindergarten*. New York: Teachers College Press, Columbia University, 1965.

An explanation is given of several programs where the emphasis has changed from teaching science as a body of knowledge to teaching science as a mode of inquiry. The concept approach by Gerald Craig, the Science Curriculum Improvement Study, and the process approach of the American Association for the Advancement of Science are described.

Rudolph, Marguerita, and Cohen, Dorothy H. *Kindergarten - A Year of Learning*. New York: Appleton-Century-Crofts, 1964.

The authors provide science experiences for children and teachers. The primary outlook is on children learning through concept, concrete experiences, discrimination, and clarification. The child is viewed as a biologist, chemist, physiologist, and botanist. The importance of living things in the kindergarten is stressed.

Victor, Edward, and Lerner, Marjorie S. *Readings in Science Education for the Elementary School*. New York: Crowell Collier and Macmillan, Inc., 1967.

A book of selected readings about today's practices, innovations, thinking, and trends. Key articles are presented by a number of authorities to provide a clear picture of what is happening in elementary science.

CREATIVE EXPRESSION

ART

Overview

Art offers the opportunity for accomplishing many goals, either directly related to the art experience or to other areas of the program, but no aim can be considered more crucial than that of allowing the child the opportunity for continuous, personal, expressive growth.

By the age of five most children are able to produce specific representational objects, although immature fine motor development may hamper their efforts. The young child is concerned not only with the production of specific ideas but with the physical and sensory aspects of the art process, as well. He is content to mess and squish the clay, to change and even obliterate the drawing or painting, and to manipulate the materials without deference to the quality of any final product. The wise teacher should provide experiences that serve both aspects of the child's development and should recognize the fact that feelings and ideas can be transmitted in a variety of ways. Placing too much value on representational efforts often reduces free experimentation, which is so fundamental to healthy, emotional, and intellectual growth.

Young children do not concern themselves with the literal, photographic elements of a given subject, but instead, emphasize and include in a drawing those parts which have specific relevance to the idea of the moment. Consequently, a five-year-old may portray a man with legs but without arms, because he is thinking about the man running. He eliminates or minimizes those elements which do not seem central to his concern of the moment. In essence, the child abstracts. He distorts and reorganizes forms, changes the relative sizes of things, not according to reality, but in relation to his perceptions. The teacher makes her greatest contribution, not in dealing with the external rightness of a piece of art, but in her enthusiastic acceptance of these personalized ideas and in her encouragement of the child to expand his thinking.

Kindergarten children may occasionally concern themselves with the literal color of an object, but they are usually inconsistent. More often than not, unless the adult interferes, the five-year-old is content to use colors indiscriminately, only occasionally alluding to literal accuracy or emotional appeal. Freedom to make color choices independently of reality is a basic option in creating a piece of art, and even after the child is much older and fully understands the implications of representational color, he should be encouraged to understand and exercise this option.

Since conceptual freedom is fundamental to meaningful art experiences, there is no place in the program for adult-imposed lessons such as hexographed shapes to be filled in; pre-cut forms for assemblage; follow-the-direction projects which result in a pre-determined product such as the making of May baskets and Indian headdresses. Teachers who encourage innovation and individuality will find children reflecting these values and less apt to copy or continually look to others for solutions to problems.

Individuals find incentive for expression in a wide variety of materials. Consequently, the kindergarten program should provide a broad range of possibilities. Gaining dexterity in holding a crayon or a brush; cultivating the skill to penetrate or cut a surface; and developing the ability to join two pieces of paper together and to release the right length of scotch tape from the dispenser are important skills which young children need to develop.

Care and maintenance of equipment and materials is a responsibility which should be assumed by both teacher and child. Staple items such as crayons, chalk, scissors, paper, paints, paste, and scrap materials should be stored in an accessible, well-identified manner, and children should be encouraged to serve themselves and return things to the appropriate locations. Helping to clean up and maintain the classroom is not only a civic responsibility but a source of learning and fun, as well.

Art is best experienced by small groups of children. It is unrealistic to expect that all children will necessarily be interested in the same activity at the same time, and it is not important that all experiences be equally shared by all. The teacher is in a better position to stimulate honest, direct expression when operating with small groups. Five-year-olds require little teacher motivation; they take their greatest impetus from the materials and new combinations thereof. Where teacher stimulation seems necessary, several activities of differing natures can be set up at the same time - some of which are self-sustaining - in order to allow the teacher to circulate and stimulate and guide as she sees fit.

Children have a natural sense of design and should be encouraged to develop it. The teacher, however, should avoid emphasizing design from the standpoint of evaluation of individual work, since art for the young is a means of expression and has little to do with deliberate attempts at achieving visual order. The teacher can, nevertheless, increase awareness in this area through casual comments about line, color, texture, shape, and form, not only as they spontaneously occur in the children's work, but as they exist in the environment. The children also need to see and talk about work done by adults. There should be frequent opportunities for viewing prints and reproductions of both traditional and contemporary artists. Feelings they evoke, colors, textures, and shapes within them can be discussed casually by the children, regardless of the age.

Goals

The kindergarten art program should help the child to accomplish the following:

1. Develop confidence in himself and appreciation for his own unique ideas.
2. Foster creativity and self-expression through a wide variety of art activities.
3. Become familiar with many kinds of materials.
4. Develop competency through the handling of tools and media.
5. Develop understanding of elements such as texture, shape, line, and color through casual discussion during activities.
6. Appreciate his immediate environment through guided observation and discussion.
7. Participate in tasks that develop the critical thinking necessary for problem solving.
8. Take part in stimulating conversation about the expansion of art ideas.
9. Develop responsibility for caring for tools and materials.
10. Participate in kinesthetic experiences that develop motor skills and dexterity.
11. Participate in multi-area experiences that enable him to reinforce his understanding about concepts that have more than one application.

Manipulative Materials and Activities

1. *Finger Paint* This is commercially available, although powdered tempera and liquid starch combine to make a decent substitute. It can be used on glazed paper. It is also stimulating to work directly on formica and enamel-top tables without paper. This encourages children to really spread out and to physically reach out to one another. Prints can be made by laying a clean sheet of paper upon an existing finger painting.
2. *Salt Dough* This is a reliable home-made dough which children can learn to make themselves. The recipe is one cup salt, one cup flour, one-half cup water, and food coloring.
3. *Soap Suds* Soap flakes, water, and food coloring beaten with an egg beater make a wonderful combination. The addition of liquid starch thickens the mixture.
4. *Clay* Water-base clay is better than plasticene in that it is softer, more readily molded, and can be permanently dried.
5. *Plasticene* This does not harden readily but can be reused or reworked.
6. *Crayons* Large crayons seem to be more easily manipulated by children. Papers can be removed so that the sides as well as the points can be used.
7. *Kindergarten Chalk* This is a soft, large-sized chalk available in a wide range of colors. It creates a powdery residue, and tables need to be protected with newspapers.

8. *Felt-tip Pens* These work well on most conventional papers and on glossy surfaces, cardboard, and wood. Use them to make designs on bean bags, sails, and doll clothing which can be made from old sheeting.

9. *Oil Base Pastels* These produce a luminous color. Their oily consistency makes them appropriate for work on many different surfaces, including those which are waxy and slippery.

10. *Pasting and Affixing* Children use paste and glues as manipulative materials.

11. *Montages* Use pastings of pictures from magazines, calendars, old photographs, and greeting cards to create designs.

12. *Collages* Group collections of light weight objects, scraps, and fabrics together to give a visual impression.

13. *Dimensional Assemblages* These can be made from egg shells, sand, pebbles, lima beans, peas, buttons, ceramic and plastic tile remnants, and broken plastic toys. Use cardboard surfaces when mounting heavier materials.

14. *Adhesive Materials* Use stars, paper reinforcements, labels, old stamps, and gummed dots alone or in conjunction with string, colored paper, and crayons to create designs.

15. *Painting* Table tops and floors, as well as classroom counters, are excellent surfaces for organizing painting activities and allow more children to paint at one time than do easels. Utilize newspapers, shower curtains, or tarpaulins for protection, but do not place unreasonable emphasis upon neatness. Colors should be mixed to a creamy, non-dribbly consistency. The addition of liquid starch will help to extend and thicken them. Sponges, straws, and strings may be used for painting.

16. *Salvage Materials* Use of scrap and salvage materials can provide children with the opportunity to work on surfaces of different sizes and textures. Try using remnants of corrugated cardboard, boxes of different sizes, shelf and mural papers, the backs and fronts of old posters, remnant cloth, wall board scraps, and lumber.

17. *Vegetable Printing* Potatoes, carrots, oranges, cucumbers, or anything else which provides a good cross-section when cut, are excellent for printing. One potato can be cut into enough strips, rectangles, and irregular shapes to supply many children. Paint can either be applied with a brush, or stamp pads can be made by placing paint and a few paper towels in a shallow pan. The teacher should encourage the children to make aggregates out of essential printings, although many will want to experiment randomly when the material is new. Teacher direction when children are printing can offer the opportunity to deal with counting and the concepts of sequence and repetition. The process can also be related to the printing of wrapping paper, wallpaper, fabric design, and greeting cards.

18. *Object Printing* All kinds of commonly available objects work well as printing tools. Try some of the following:

    keys

    sponges

    strings

    corrugated cardboard

    hair rollers

    clothespins

    cardboard strips

    popsicle sticks

    natural materials (sticks, leaves)

    brayers (paint rollers)

    wood scraps

    finger paintings (while still wet)

    corks

    juice cans with string glued around them

    crumpled paper toweling

    screening

19. *Tissue Collage* These can be made from tissue paper of assorted colors, white glue, and large white paper. Have the children

tear arbitrary shapes from tissue paper, brush the paper with the glue mixture, and apply it to the white paper. Continue to do this, building up layer after layer. This procedure can be combined with poster paint and magazine tearings. It can also be done three dimensionally . . . over boxes, balloons, or other forms which can be lightly shellacked when completed.

20. *Constructions* These may be made out of a wide variety of materials to provide children with an understanding of three dimensional work as opposed to two dimensional.

21. *Beautiful Junk* Empty boxes, spools, paper toweling tubes, cookie box papers, and the whole range of commonly found household salvage materials offer a variety of possibilities. Strong, binding glue is important, although it can be diluted for many materials. During initial attempts, encourage the children simply to join and build, and do not press for representational work. Basic junk can be combined with the following for additional stimulation: buttons, sticks, electricians' wire, hardware remnants, film spools, or strings.

22. *Potato and Styrofoam Sculpture* Combine either one of these base materials with toothpicks, straws, buttons, or pipe cleaners. Slice additional smaller pieces of potato or styrofoam in order to extend vertical building.

Bibliography

Bland, Jane Cooper. *Art of the Young Child*. New York: The Museum of Modern Art, 1957.

A simple, brief introduction to what is typical of the art of the young child. Distinctions are made between the ways in which three- four- and five-year-olds approach various media.

D Amico Victor; Wilson, Francis; and Maser, M. *Art for the Family*. New York: The Museum of Modern Art, 1954.

Text and photographs combine to offer stimulation to the individual presenting art to children and adults. Many ideas are provided for utilizing less commonly known materials, many of a salvage nature.

Hoover, F. Louis. *Art Activities for the Very Young*. Worcester, Mass.: Davis Publications, Inc., 1961.

A rather complete collection of materials and procedures for working with the young child in a school situation. Included is a supply list to serve a class of twenty-four children for one year.

Hopper, Grizella. *Puppet Making Through the Grades*. Worcester, Mass.: Davis Publications, Inc., 1966.

A beautifully illustrated collection of ideas, telling how to approach puppet making with children. Attention is given to how puppets serve dramatic play and self-expression.

Jameson, Kenneth. *Art and the Young Child*. New York: The Viking Press, Inc., 1968.

An overview of the emerging development of the art of young children, with areas devoted to practical suggestions of how to stimulate expression and originality. Some discussion is related to the primary schools in England.

Kellogg, Rhoda. *Analyzing Children's Art*. Palo Alto, California: National Press Books, 1969.

A thorough documentation of the evolution of the art forms created by very young children. Miss Kellogg delineates the specific schemata which occur during the scribbling and early representational stages. Strong attitudes about the adult's responsibility to allow the child freedom are set forth.

Linderman, Earl W., and Herberholz, Donald W. *Developing Artistic and Perceptual Awareness: Art Practice in the Elementary Classroom*. Dubuque, Iowa: William C. Brown Company, 1964.

A concise, well-illustrated book, emphasizing art at the kindergarten and elementary levels. It contains rich material for developing particular ideas and motivational topics in the teaching of art.

Lowenfeld, Viktor. *Creative and Mental Growth*. rev. ed. New York: Crowell Collier and Macmillan, Inc., 1964.

A discussion of the developmental stages through which children's art passes from the preschool years through adolescence. Practical suggestions abound as to how the adult can further individual, creative work. Motivational techniques and the philosophy of art education are both thoroughly covered.

Pattemore, W. Arnel. *Printmaking Activities for the Classroom*. Worcester, Mass.: Davis Publications, Inc., 1966.

A collection of specific techniques for exploring printing in the classroom, many of which are adaptable for the kindergarten child.

Pitcher, Evelyn; Lasher, Miriam; Feinburg, Sylvia; and Hammond, Sarah. *Helping Young Children Learn*. Columbus, Ohio: Charles E. Merrill Publishing Co., 1966.

A book dealing with the entire range of curriculum for the young child. The art section amplifies suggestions set forth in this publication.

Reed & Orze. *Art from Scrap*. Worcester, Mass.: Davis Publications, Inc., 1962.

Suggestions as to sources and methods for employing salvage and remnant materials for work with children. Well illustrated.

Saunders, Everett E. *A Whitman Creative Art Book Series*. Racine, Wis.: Whitman Division of Western Publishing Company, Inc., 1967.

This is a collection of several individual books, inexpensively priced, each of which covers a particular area of art materials. These are superbly illustrated, immediately suggestive, and highly appropriate for young children. Some titles included are: *Stichery, Construction, Painting*.

Overview

Children are fascinated by producing and listening to sounds. They chant and sing to themselves freely and express their feelings more easily with movement and song than with words. Since musical expression comes naturally to kindergarten children, the teacher's task is to strengthen and guide an already existing talent. As she develops music in the classroom, she must strive to keep it vital and meaningful to the children while recognizing their individual differences in musical interests and ability.

The atmosphere of the classroom should be one of discovery and experimentation, and music should be freely and significantly interwoven into the curriculum. A sensitive teacher who is attuned to children's interests and learning patterns encourages them to discover and enjoy new sounds, songs, and ways of moving. At the same time, she finds a great many clues to an individual child's feelings, fears, and needs as he reacts to different areas of music. A child who sings in a tense voice, moves awkwardly and fearfully, or sings freely alone but becomes shy in a group, should be helped to overcome these handicaps.

A well-rounded music program includes creative movement, response to rhythms, singing, use of instruments, and recorded music for listening and movement. Although a teacher may naturally feel more at ease in one area than in another, no area should be entirely neglected. She should feel free to call on a parent or another teacher to supplement the musical activities.

Creative movement is perhaps the most essential aspect of the music program. One of the first responses of a young child to music is in rhythmic movement. Rhythmic experiences help to develop active listening habits, language ability and concepts, muscular growth and coordination, and musical insights. Rhythms also initiate stimulation both for the shy and aggressive child. Rhythmic movement often leads to a release of tension and a constructive use of physical energy.

The teacher develops rhythmic activities through three different approaches. In the formal approach, she determines the steps the children are to follow. In the informal approach, she employs verbal accompaniment to help children interpret freely. She may suggest, for example, that they pretend to be airplanes or giants. Through the creative approach, children are encouraged to express physically feelings derived from music based upon their own past experiences.

Teachers often avoid creative movement for fear that they will lose control of their groups. However, with simple guidelines and boundaries preplanned by the teacher and stated clearly to the children, confusion can be avoided without repressing spontaneity and creative ideas.

Happy, spontaneous singing is also a very important part of a good music program. A teacher should have a large repertoire of songs related to the children's lives and interests. She should use these songs both in group singing and during periods of free play. A work song or a song about blocks, for example, makes cleaning up the block area a lot more fun. A song to an individual child while he is struggling with his overshoes can greatly lighten his task. Folk songs which tell about children's everyday experiences and interests and express genuine feelings are excellent for use in the kindergarten. For children with language difficulties, singing is often an important introduction to the use and understanding of words.

All learning requires the ability to listen attentively. Children should be encouraged to listen critically to musical rhythms, pitch, and tempo. The music determines physical responses. Words are used as motivation but not as directions to initiate actual responses. Guided individual and small-group experimentation with instruments greatly helps auditory discrimination. Through the experience of producing and feeling vibrations, children begin to question and discover how sounds are made.

Instruments are also important as musical accompaniment for singing or creative movement. Only one or two different instruments should be played at a time by the children, however. If too many different instruments are played at once, nothing but noise is created and this serves no musical or educational purpose.

Appropriate recorded music should be used both for quiet listening and for creative movement. Good folk-song records are available from which teachers can learn new songs to sing with their children.

Children are quick to pick up the teacher's attitudes. If music is treated only as a formal, required part of the curriculum, children will soon lose interest. But if a teacher provides many different kinds of musical stimulation and encourages children to express themselves musically throughout the day, she will find that much enjoyment and learning will take place.

Goals

The kindergarten music program should help the child to accomplish the following:

1. Enjoy the sound of music, sing, and play instruments.
2. Feel free to express ideas and emotions in movement and song.
3. Express creative bodily movement through playing instruments and making up songs.
4. Develop an attentive listening attitude.
5. Become successfully involved in group experiences such as singing, moving creatively, and playing instruments.

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6. Relieve his tensions and use his energy constructively and imaginatively.
7. Use his own words with songs that he knows to express his feelings.
8. Enjoy the musical talents of the school's community resources.
9. Use rhythmical movements to develop muscular growth and coordination and to interpret music.

Activities

1. Have the children perform different kinds of movement, and accompany them when possible. *Making Music Your Own* by Mary Tinnin Jaye has a section explaining simple improvisation on the piano. The rhythmic patterns there can also be used on a drum or other percussion instrument if a piano is not available. To get the movement started suggest ideas such as the following:
    a. Move different parts of your body while sitting, standing, or lying on the floor on your back or stomach.
    b. See how tall or how short you can make yourself.
2. Have the children move across the floor to a designated spot. Suggest ideas such as the following to get them started. Move across the room:
    a. While keeping your feet together.
    b. While sitting on the floor.
    c. Without picking your feet up off the floor.
    d. Using only one foot.
    e. Sideways.
    f. Backwards.
3. Have the children move freely around the room, accompanying them on percussion or melodic instruments as they walk, trot, gallop, skip, hop, or dance freely.
4. Play a game of statues. The children move to music as they please and "freeze" into a statue when the music stops.
5. Have the children listen and respond physically to the rhythmic and emotional content of music (either live or recorded).
    a. Play rhythms on the drum for slow and fast walks, trots, gallops, and skips. When the drum stops, the children stop. The timbre of the instrument as well as the beat will influence the child's response.
    b. When records are used, they must be carefully selected. The music should be clearly rhythmic, suitable for the age level, and of some aesthetic value. It should be freely interpreted by the children, but with the understanding that the music itself requires some responsibility for mental, emotional, and body control, e.g., we start when the music starts, we stop when the music stops, we move slowly when the music is slow, or quietly when the music is soft. The Percy Grainger record *Country Gardens and Other Favorites* (Mercury MGW14060) has a variety of strongly rhythmic pieces and is an excellent beginning record for free movement. *Listen, Move and Dance* (Vol. 1, Capitol H-21006) is a record with stories and direction which still allows for children's individual ideas for movement. It can be used either directly with the children or can be helpful in giving teachers ideas to use themselves with their children.
6. To experience rhythmic movement through line and color the children can do the following:
    a. Finger paint or draw with crayons while listening to music. Waltz music or music for swaying or rocking is especially good for relaxed finger painting. Appropriate examples of music that may be used are found in the Jaye book on pages 19 and 89.

   b. Step in rhythmic patterns across rope designs made on the floor or on the ground while listening to music. Walking or marching music can be sung or played on the piano or a percussion instrument. Appropriate examples of music that may be used is found in the Jaye book on pages 27, 30, 32, and 36.

7. To extend body limits through the use of dance properties the children can do the following:
   a. Move to music, using lightweight scarves of appealing colors. Before moving the scarves to music, allow the children plenty of time to feel and experiment with the scarves while sitting down. An example of music that may be used is found in the Jaye book on page 6.
   b. Use a piece of elastic large enough to include a group or small enough for an individual to experience tension and relaxation.
   c. Use bean bags for stately walking or rhythmic tossing.
   d. Use balloons for dancing out-of-doors.
   e. Use streamers for dancing in the wind.
   f. Roll balls.
   g. Use hoops placed on the floor for rhythmic stepping (marching, walking, hopping).
   h. Hold the sides of a large scarf or piece of parachute silk and float it up and down.

8. Have the children take part in dramatic play accompanied by improvised music. Some suggestions follow:
   a. Be spaghetti before and after it is cooked.
   b. Be limp like a rag doll.
   c. Be hinges (after playing with hinges and reading Eileen Fischer's poem on page 13 in *Making Music Your Own).*
   d. Be the heaviest thing you can think of.
   e. Be stiff like a board.
   f. Be as small, tall, wide, skinny as you can.
   g. Be animals. Be machinery.
   h. Be gentle snow falling.
   i. Pretend every part of you is full of jumping beans.
   j. Pretend you are in a tall, skinny box.
   k. Walk in deep snow. In mud.
   l. Pretend soft, fluffy clouds are falling. Push them back into the sky.
   m. Be happy, sad, frightened, lonely, thoughtful.

9. "Clap Your Hands" on page 86 of *American Folk Songs for Children* by Ruth Seeger is a simple tune which allows children to think up and perform an unlimited number of both large and small muscle movements.

10. "Open, Shut Them" (Jaye, p. 14) is an example of a singing finger play. It is a more limited and directed kind of movement which is useful not only during the singing period but in attracting the children's attention before starting a story or other group activity.

11. Personal songs, using children's names and discussing their interests, possessions, and experiences are very important. "Mary Wore a Red Dress" (Seeger, p. 130) can be sung during group singing or first thing in the morning to an individual child who is proud of a new article of clothing. It can also be used as a guessing game "Who's wearing red shoes?" Personal songs stimulate both the teacher and the children to make up verses which suit their immediate needs.

12. At the beginning of the school year, it is useful to develop musical signals which all the class understands. The Jaye book on page 5 recommends some piano signals. Songs or signals on xylophone or bells, can also be used successfully. "It's time to put our things away" sung to the tune of "Lazy Mary Will You Get Up" can signal the end of free play and the beginning of clean-up time.

13. Seasonal, holiday, and weather songs interest children and help them to relate to what is going on in the world around them. "It Rained a Mist" (Seeger, p. 68) is both a weather song and a personal song. "London Hill" (Jaye, p. 59) is a winter song which also involves movement.

14. Many songs are good for dramatization. "Train Is a Coming" (Seeger, p. 51) is often used by children in free play indoors or out. "The Little Pig" (Seeger, p. 102) is good for group dramatization.

15. Singing games with some directed movement can be fun in a group. "All Around the Kitchen" (Seeger, p. 94) and "Jim Along Josie" (Seeger, p. 72) have direction but also allow for some of the children's own ideas.

16. Children love humorous songs and see no reason why songs should make sense. "This Old Man" (Seeger, p. 165) is an example of a song which combines nonsense with children's interest in numbers and rhyming words.

17. Lullabies and quiet songs are necessary to provide a balance between lively and relaxing activities. "By'm Bye" (Seeger, p. 71) is an example of a quiet, calming song even though it involves some finger play. It is sometimes useful to end the music period with slow and relaxing music so that the children can go off quietly to the next activity.

18. Have the children experiment with a variety of instruments to discover the following:
    a. The difference between loud and soft, high and low, short and long sounds. (The cymbal makes a long sound, the wood block a short sound.)
    b. Different tones made by metal, wood, and stringed instruments. Try hitting the same instrument with different mallets or with the hand, noticing the differences in sound.
    c. Different ways of playing a drum. Hit the drum loosely with fingers, with palm, with fingernails, with knuckles. Play loud and soft, fast and slow.

19. To help the children sharpen their auditory discrimination, do the following:
    a. Have the children close their eyes while the teacher taps one child who talks or sings. The others guess who it is.
    b. Put 4 or 5 instruments that the children know in a box. The children close their eyes while the teacher chooses and plays an instrument. They guess from the sound the instrument being played.
    c. Beat on a drum. The children listen carefully and draw their arms in close to their sides when the sound is soft and extend them out when the sound is loud.
    d. Have the children stand in a circle around the teacher as she taps a drum. When the beat of the drum gets loud, they move out away from her. When the beat is soft, they move in close.
    e. Play the melody of a song familiar to the children on the xylophone, piano, or recorder. The children guess the name of the song.
    f. Play on the drum or clap the rhythm of a song the children know well. They guess the name of the song.
    g. Play a familiar tune on the piano, alternating between the high and low register. The children stamp their feet if the register is low. They tap their shoulders if the register is high.
    h. Beat the drum as the children walk. When the teacher changes to taps on the side of the drum, the children stand still and clap their hands until the beat resumes.
    i. Tap the rhythm of a child's name on a drum, a tambourine, or rhythm sticks. Then have each child tap his own name and the names of others. At first he can say the name while playing it, then he can just play it and say the name "inside."
    j. Have the children think of ways to move their hands, heads, or feet to the rhythm of their names.

k. Play names on tone bars, noting that each name has its own melodic shape.

20. To enrich musical expression while singing, moving rhythmically, or listening, do the following:

    a. Have a few children play instruments while others sing. The instrument should be appropriate to the mood or words of the song. Only one kind of instrument such as finger cymbals or claves should be used in order not to overpower the song.

    b. Have a few children play instruments along with a record, with or without creative movement. For example, they can dance with tambourine or bells, or they can play finger cymbals or drum with beat.

21. To help the children become aware of their own body vibrations and ways of making sounds have them do the following:

    a. Feel the vibrations on their throats as they speak, the pulse in their wrists, and their heart beats if a stethoscope is available.

    b. Clap together in different ways—loud, soft, with cupped hands, with hands flat like cymbals, with one hand still, with backs of hands, and any other ways the children can think of.

    c. Make clucking noises with the tongue and throat. Whisper very softly. Then talk softly. Then loudly. Sing a simple song. Then hum it. Whistle it. Then sing it with tra-la. Then with oo-oo-oo.

22. To help the children become familiar with instruments which they cannot as yet play, do the following:

    a. Invite older children or adults to play different instruments for the children. Ask the performers to play simple songs that the children know, some music for movement, and some songs for listening.

    b. Play adult recorded music for short periods during the quiet or resting time. Music carefully selected from all periods should be used.

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"Raggedy Ann and Andy" - children demonstrate the following: "Poor old Raggedy Ann and Andy just couldn't keep their heads up any longer and they went flop, flop, flop."

Berg, Richard C.; Hooley, Daniel; and Wolverton, Josephine. *Music for Young Americans.* New York: American Book Company, 1959.

"Music Gets Inside Me" - free movement.
"Robot" - walking, stepping, and doing what a robot would do.

Evans, Ruth. *Childhood Rhythms.* New York: Chartwell House, Inc., 1954.

"Sit Up and Lie Down" - children lie down when notes go down; sit up when notes go up.
"Bears" - children grow and walk like bears.
"Crooked Man" - useful for teaching beginning sounds C and S.
"Giraffes" - children imitate animal noises.
"Tin Soldiers" - children march with arms swinging.
"Dwarfs" - free interpretation.
"Goblins" - free interpretation.

Hayes Action Song Book. *Play and Sing*. Wilkinsburg, Pa.: Hayes School Publishing Co., 1958.

"Let's Play Store" - what did the children buy at the store?
"Playing Ball" - bouncing, catching, and throwing a ball.
"Spring Shower" - many changes are brought about as a result of spring showers.

Jacobs, Gertrude. *The Chinese-American Song and Game Book*. New York: Barnes & Noble, Inc., 1944.

"Flowers Through the Moon Gate" - running, squatting, tagging.

Kiltz and Neff. *Sing with Action*. Minneapolis, Minn.: Schmitt, Hall & McGreary Co., 1958.

"Rocking Horse" - children rock gently until horse stops, then all pretend sleep.
"The Sandman" - children sway until the sandman passes, then they pretend to sleep.
"Falling Leaves" - children imitate falling leaves and flying birds.
"Who Is He?" - children guess who it is that is described.
"Ducky Duddle" - useful for teaching beginning sounds.
"Watch the Horses" - children imitate the noise the horse makes when running.
"The Rooster" - children imitate what the rooster says at the crack of dawn.
"Man in the Band" - child imitates the instrument the others sing about.
"Halloween" - children pretend to be ghosts, spooks, and goblins.

Landeck, Beatrice. *Songs to Grow On*. New York: William Sloane Assoc., 1950.

"There's a Little Wheel A-turnin' in My Heart" - a dramatization of wheels, using arms or entire body or rolling on the floor. Other activities suggested by new verses.
"Let Us Light the Candles" - a song about Chanukah.
"The Crawfish Man" - dramatization for domestic play.
"Going to Boston" - words and music suggest dancing, skipping, running, etc.
"Skip to My Lou" - children can make up new verses for the song after singing a few verses together and act out verses or skip to the tune.
"Paw, Paw Patch" - children act out motions suggested by the words of the song.
"Mary Wore a Red Dress" - acquaints the children with colors.
"Nick-Nack Paddy Wack" - lines are improvised to rhyme with successive numbers.

Lloyd, N. *The New Golden Song Book*. New York: Golden Press, 1955.

"Round the Village" - children pretend they are houses in a village.
"Oats, Peas, Beans and Barley Grow" - children act out how the farmer plants his garden.

McLaughlin, Robert, and Wood, Lucille. *Sing a Song*. Englewood Cliffs, N. J.. Prentice-Hall, Inc., 1960.

"Let's Make a Garden" - children can rake, plant seeds, pretend to be rain falling gently and the sun coming out.
"Savez-vous Planter les Choux" - children plant cabbages.
"The Grocery Store" - children sing about things that can be bought at the grocery store.

Wadley, Frederika, and Allison, Muryl. *Discovering Music*. Boston: Boston Music Co., 1945.

"Sun Game" - children demonstrate phrasing, crescendo, and diminuendo by illustrating with arm how sun rises in morning and goes slowly down toward evening.
"Mouse Game" - the teacher tells how a family of mice lives in the piano. Demonstrate pitch by using Middle C and running notes when mice leave home and return.
"Duck Song" - children improvise new verses.

Wessells, Katherine. *The Golden Song Book*. New York: Simon & Schuster, Inc., 1945.

"Did You Ever See a Lassie?" - children imitate a child who is chosen as leader and do exercises by skipping, hopping, etc.
"The Farmer in the Dell" - children form a circle, a farmer is chosen, and the words tell the children what to do next.
"Les Petites Marionettes" - pantomime with fingers.

Wolfe, Irving; Krone, Beatrice P.; Fullerton, Margaret. *Music Round About Us*. Chicago: Follett Publishing Company, 1964.

"Ways of Going" - different ways of moving in question and answer form.
"The Trees Bend" - children imitate trees bending in the wind.

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This book has an informative introduction and many good songs.

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DRAMATICS

Overview

Dramatics is a natural outgrowth of the child's thinking about his own particular interests and is a way of stimulating him to become aware of the world around him and to express his findings through acting.

A major contribution of dramatics lies in the language arts area. The full development of both oral language and the child's personality result. Dramatics should assist in the language growth of the individual child rather than produce actors. Through participation in activities such as dramatic play and story interpretation, the child learns to speak spontaneously, develops a larger vocabulary, and acquires facility in using sentences.

A child is "trying on life" as he attempts to experience how it feels to be a father, baby, storekeeper, postman, or pilot. When time is allotted in the kindergarten program for dramatic play, a vital contribution is made to the child's language and social development as well as providing an excellent source for emotional release.

As the child's environment expands through related activities, the opportunity to develop self-control, and to acquire greater poise and more self-confidence is provided, and he develops in sympathetic understanding as he puts himself in the place of another.

Through dramatic expression the child learns the value of speech that can be readily heard and understood.

Spontaneous expression is characteristic of the young child and this is called dramatic play. It is a matter of reducing the activities of life to the child's size and his interpreting them.

In dramatic play, the teacher gains insight into the child's emotional life. Persistence in the choice of certain roles may well indicate a need. What is the role of the teacher in dramatic play? Perhaps her most important function is not to interfere with it unless intervention is indicated.

In dramatic play the accent is on being. When the child plays house, there is almost total identification with the role played with no concern about the audience. In dramatization there is planned, though often extemporaneously planned, enactment of roles. There is a plot, frequently very simple, with a beginning and an end.

All forms of dramatic expression fall into one of three categories: that involving little or no pre-planning; that involving some degree of planning; and that involving dramatizations where details are discussed and ways of carrying them out are worked upon. In the kindergarten most emphasis is placed upon the first type, with some partially planned activities and very rarely a planned presentation for an audience.

One of the best starting places for dramatization is the finger play. This simple experience helps build vocabulary. It also serves as auditory training for establishing better listening habits such as learning to follow directions; helping to hear specific sounds, words, and phrases; and learning to hear rhyming words. Finger play facilitates self-expression as small muscles are developed. The small child discovers that he has arms, hands, and fingers which obey his commands. The finger plays serve as a satisfactory outlet for emotional stress through using these parts of the body. Before acquainting the children with finger plays, the teacher should become thoroughly familiar with the rhyme to be enacted and with the finger actions.

After the children have become familiar with the finger plays, they are anxious to become part of little stories. Thus the foundation for simple dramatizations is laid. Children enjoy planning the characterizations and simple props for their play as well as acting it out. In addition to the simple finger plays, Mother Goose rhymes are excellent for beginning dramatization. From these the children advance to more complicated finger plays, rhymes, and poems.

Another way to develop the child's poise, vocabulary, and speaking ability is through choral speaking. As with the finger plays, all children are involved at the same time, and thus they can speak freely and gain security. The beginning steps in choral speaking with young children should be simple and informal, without drill on phrasing, breathing, and expression.

The teacher should make poetry a part of everyday living in the classroom, and poems that fit experiences and moods should be used at any time. Favorite poems should be read and reread as the children call for them, with the children chiming in and saying the verses with the teacher.

Once the children become accustomed to speaking and acting together, they may enjoy dramatizing poems and stories while taking individual parts. However, some children may still be timid, so puppetry, where they can hide behind a puppet stage, is good for them. Gradually they may gain the security to dramatize on their own.

Although the values of dramatic expression vary somewhat from one type to another, the variance is more one of degree than of kind. Children need the freedom of self-expression that dramatic expression can provide. It is fortunate that the simplest, freest, most spontaneous means of dramatic expression is almost second nature to the child.

Goals

The kindergarten dramatics program should help the child accomplish the following:

1. Grow in social understanding and in the ability to cooperate while interpreting thoughts and feelings of characters.
2. Pantomine particular ideas in a free and natural way.

3. Use shadow plays and puppets in role playing.
4. Communicate, think, and feel through dramatics.
5. Develop language sense while actively expressing ideas through dramatics.
6. Interpret stories and poems for the purpose of establishing sequence of ideas and word relationships.
7. Use dramatic play as therapy.
8. Develop rhythmic sense through participation in dramatic rhythms.

Activities

1. Have the children act out the actions suggested in poems such as "Galoshes" by Rhoda Bacmeister.
2. Field trips can suggest dramatic expression for children. These experiences might include a visit to the dentist, the zoo, a pet shop, or just a walk around the school and neighborhood where construction workers or a natural wooded section provide actions and sounds that can be recreated.
3. The playhouse, blocks, and sand and water tables all provide for dramatic play as the children innovate and explore all possibilities of the materials.
5. Use the piano to improvise melody or rhythm to initiate creative activities as the children carry out ideas in movement. They can imitate all manner of creatures walking, hopping, and running as suggested by the rhythm, the beat, and the tone of the music.
6. Have the children act out Mother Goose rhymes or little jingles.
7. Encourage the children to pantomime, using recorded music such as Macdowell's "A Tailor and a Bear."
8. A costume box in the classroom with a variety of types of clothing and accessories worn by adults should be available for children to use as they act out ideas together.
9. The use of hand-puppets provides children with the opportunity to imitate and innovate experiences as well as act out favorite stories.

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Creative expression is treated in this text as a basic ingredient of the modern elementary school program. The author discusses techniques for encouraging creativity and shows how to apply it as a means of communication and guidance.

Overview

Our awareness that the acquisition of gross motor skills is a prerequisite for academic functioning means that a kindergarten program must include challenging physical activity. Indeed motor awareness is one of the most crucial aspects of a child's future learning, and, fortunately for young children, movement is as natural as breathing. Being a child means being active. Individuals will vary in the amount of bodily activity, degree of imagination, and structural and functional readiness to participate in motor activities.

Motor development proceeds through a fairly stable sequence of patterns. Yet individual children differ in the speed, accuracy, and strength of their muscular coordination and control over their bodies. They should not, therefore, be forced into formal exercises planned unilaterally for everyone. They should not be commanded to participate in experiences that teachers select in advance. Children need considerable choice in what they do. They will get appropriate exercise in play if they are given a healthy, general program which includes the use of a variety of equipment in outdoor space.

A functional outdoor space requires considerable planning and supervision. Safety controls require full supervision when children are out-of-doors, as well as a well-worked out system of rules involving simple slogans. The traditional, asphalt-covered playground is not the best one. Asphalt should be used only where grass will not grow or where it is needed for large construction blocks or toys with wheels. Potential vandalism in schoolyards means that suitable storage space must be provided for equipment.

The child makes a gradual transition from activity for its own sake toward performance which becomes a means to an end. He solves many problems by action before he has the verbal ability to describe their solution. His early understandings are basically motor ones; no performance is without some sensory and perceptual feedback. Indeed, early reading and writing are closely related to perceptual motor functioning.

A child tends to build up concepts of the world through patterns of action. He learns about his own body--its size, right and left, and differences among his fingers as he has the opportunity to practice motor skills. He also learns spatial relationships and direction, develops judgment about distance, and such concepts as far, near, high, low, under, and over have far-reaching implications for future relationships in space and time. Many learning disabilities are associated with impaired motor functionings.

Since all children have a natural affinity for movement, and most peer relationships are built around physical play, motor activity helps to increase social assurance. Skillfull handling of the body enhances a child's self-esteem and permits the playful solutions of many problems.

Physical play is also health promoting, improving the muscle tone, respiration, and circulation. Since motor play is fun, it also counteracts the building up of tensions or nervous fatigue.

Goals

The kindergarten motor-skills program should help the child to accomplish the following:

1. Participate in activities both indoors and outdoors which encourage vigorous motion of the whole body.
2. Participate in activities that encourage the development of both fine and gross motor skills, muscular coordination, and joy and competence in physical activities.

Activities

1. Equipment and activities for outdoors include the following:
    a. Seesaws and slides for experimenting in order to experience balance, weight, gravity, spacial relationships, and velocity.
    b. Jungle gym and rope ladders for climbing; rope pulley for pulling and lifting objects to determine weight differences.
    c. Low sawhorses supporting walking boards on which children can experiment with balance and direction, walking forward, sideways, and backward. Sawhorses can also support wider, flexible "jumping" boards.
    d. Packing crates, crawl barrels, building blocks that can be assembled in various ways to become play houses, garages, stations, etc.
    e. Wheeltoys — wagons, tricycles, wheelbarrows, and cars — for experiencing motion.
    f. Balls, hoops, and inner tubes for throwing, spinning, and rolling to help muscular coordination.
    g. Cans of water and brushes for "painting" surfaces.
    h. Large sandbox or sand areas for dramatic play — constructing, measuring, packing, and sculpturing.
2. Equipment and activities for outdoors and indoors include the following:
    a. Jungle gym, balance boards, rope ladder, jump ropes, hopscotch - all such equipment can be incorporated into an indoor program.
    b. Writing on chalkboard, drawing and copying, tracing around insets, scribbling, finger painting, etc.
    c. Sewing cards, staplers, paper-punch, old clocks to take apart, small plastic bottles to be filled with water using eye-droppers, clay, vegetables and fruit to cut, paper, scissors, paste, laces for tying knots or bows, buttons, buckles, tools for wood-working, macaroni for stringing, puzzles.

d. Moving body parts in finger plays and pantomimes (tracing shapes in the air — triangle, circle, square); demonstrating action shown in pictures drawn from a box; acting out ways animals move (duck walk, rabbit hop, crab walk, etc.); acting out songs and games ("This is How the Father Indian Plays Upon His Drum," "Did You Ever See a Lassie," "Looby Loo," "Simon Says," and games children invent themselves); moving to music (beating drum and letting the music tell the children how to move, rhythmic movement with chiffon scarves, and ballet dancing).

3. Suggested games include the following:

a. *Statues* Draw parallel lines about thirty feet apart. One line is the starting line, the other the finish line. Players line up behind the starting line with one child at the finish line. The child at the finish line turns his back to the other players and shouts "go." The statues advance by skipping, hopping, or walking. The child at the finish line can turn around at any time and if a statue is caught in motion, he must return to the starting line. The first player to the finish line wins, and the game resumes, with the winner now leading the activity.

b. *Chain Tag* The children stand around one child who has been selected to be "It." He chases any player and attempts to tag him. The player tagged by "It" then joins hands with him and they set off to tag another player. As each player is tagged, he joins "It". The chase continues until all the players are tagged.

c. *Circle Ball* The children form two circles standing back to back. A ball is given to one player in the inner circle, and another ball is given to a player in the outer circle. At the command "Go," each player with a ball passes the ball to the player standing next to him. The ball is passed around the circle until it returns to the player who originated the action. The team that finishes first, wins the game.

d. *Magic Carpet* Several circles are drawn on the ground to represent magic carpets. The children form a single line, and on the command "Go," they begin to move (hop, skip, trot, or walk) over the magic carpets. The teacher or a child can stop their movement by calling "Stop." If a child is standing on a magic carpet at this time, he must get out of line. The game continues until only one player remains.

e. *Animal Race* The children form a line, standing side by side. A finish line is drawn about thirty feet from this line. The teacher or a child calls out the name of an animal. The children then move toward the finish line, moving like the animal chosen. The first child to the finish line wins. He then selects the next animal to be imitated. Animals that can be used are rabbit, kangaroo, monkey, elephant, duck, horse, penguin, dog.

f. *Carry and Fetch Relay* The children are divided into teams and each team lines up behind the starting line. The first player on each team is given a beanbag. On a given signal, he runs to a line about twenty feet away. He leaves the beanbag on this line and runs back to his team, tagging the second player in line. The second player then runs to the beanbag and returns it to the third player. This continues until each player has either carried or fetched a beanbag. The team that finishes first, wins.

4. Suggested exercises include the following:

a Warm-ups

(1) *Up and Down*
When I'm up, I'm up, (stand up)
When I'm down, I'm down, (sit down)
But when I'm only half way up (half-sitting)
I'm neither up nor down. (stand up) (sit down)

(2) *Running in Place* Run like a rabbit. Run like a turtle. Run as though your foot is sore.

(3) *Rubber Bands* The children are in a squat position. Each child rises slowly, just as a rubber band stretches, reaching high over his head and gradually going up on tiptoes. When the rubber band snaps, he falls to the floor.

(4) *Windmill* The children are standing with feet apart and arms raised to shoulder level. Count one — touch right hand to toes of left foot. Count two — return to starting position. Count three — touch left hand to toes of right foot. Count four — return to starting position.

(5) *Arm Circling* The children are standing with feet apart, arms to sides at shoulder level. Count one — circle arms forward. Count two — circle arms backward.

b. *Walking*

(1) *Introduction* The children walk fast or slow. The teacher observes to see that toes are pointed straight ahead.

(2) *Simple Walking Activities* The teacher suggests the following:

(a) Walk on tiptoes.
(b) Walk on heels.
(c) Walk as if on ice.
(d) Walk with long steps.
(e) Walk with both knees bent.
(f) Walk forward, backward, sideward, and zig-zag.
(g) Walk as if you're on the moon with no weight.

c. *Jumping*

(1) *Introduction* The children build a low bridge with large blocks and take turns jumping off the blocks. The teacher points out that the knees should be bent.

(2) *Simple Jumping Activities* The teacher suggests the following:

(a) Jump in place.
(b) Jump lightly. Jump heavily.
(c) Jump and move.
(d) Jump like a ball.
(e) Jump forward, backward, and sideward.
(f) Jump in and out of a circle drawn on the floor.
(g) Jump with a partner.
(h) Take three successive jumps forward, making a correct landing after each jump.

(3) *Games for Jumping*

(a) *Jump the Brook* Two lines are drawn to represent the width of the brook. Each child runs and jumps over the brook when his name is called. Anyone landing in the brook is sent home to change his shoes.

(b) *Popcorn* Children are in a single circle. Each child runs into the middle of the circle — into the "popper". The children stay quietly in a squat position until they feel the heat. Now they lift one foot, then the other very slowly. As the heat increases, they begin jumping and "popping" rapidly all over the circle.

(c) *Jack Be Nimble* The children form a line behind the candle stick (a block, bowling pin, etc.). Each child repeats the following verse as he jumps over the "candle stick":

Jack be nimble,
Jack be quick
Jack jump over the
candle stick!

d. *Hopping*

(1) *Introduction* The child uses a chalk line drawn on the floor as a guide while hopping. The teacher observes the child to see if he loses his balance or changes feet.

(2) *Simple Hopping Activities*

(a) Stand on 1 foot and count to 3.
(b) Stand on 1 foot and take 3 hops.
(c) Hop with a partner.
(d) Hop forward, backward, sideward. Make your own pattern.
(e) Hop around a simple maze drawn on the floor with chalk.

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ENVIRONMENTAL ORIENTATION

SOCIAL STUDIES

Overview

The social studies occupy a unique position in the school program since their major purpose is fundamentally the major purpose of the whole school. Everything included in the curriculum must be justified in terms of its social values.

Social behavior and social thinking have their roots in infancy. In kindergarten, children meet as members of a distinct social group where their experiences influence ways of living and working in a democratic society. Kindergarten children live social studies all day long. The test of significant social studies learnings at this level should be the application of knowledge to daily situations.

The teacher needs to develop a social climate in the classroom where young children have a feeling of responsibility and where ideas flow freely. Each child should be helped to establish his identity, to make intelligent choices through personal involvement, and to have respect for the differences of others. He should become aware that he is a member of many social groups — family, school, neighborhood, town, nation, and the world. The child needs to learn how his actions affect others, to resolve conflicts with others, and to respect property. Minute by minute information should be used by the teacher as a cue in the solution of the social problem at hand. The teacher has a responsibility to function as a role model with a consistent set of values.

Learning may be developed through actual experience and observation; through the use of visual and auditory experiences such as pictures, films, filmstrips, television; and through the spoken words or the interpreted written words of others.

First-hand experiences such as trips and personal contacts are most valuable in gathering information. Trips provide opportunities for the child to make use of his senses. Dramatization should follow trips to allow for interpretation, extending knowledge, and testing relationships and feelings. Since much of the regular dramatic play is in the area of social studies, the child should have the opportunity to integrate the new with the known through dramatic play. Social learnings are developed through construction activities with blocks, using the whole range of art materials, making models, and using puppets and finger plays. Materials should be selected carefully and activities should be planned and executed carefully to meet the learning level of the child.

The social studies program should bring the outside world to the classroom. The bus driver, doctor, photographer, plumber, nurse, policeman, and others can extend the child's understanding of his environment. Selected current news about building activities, rescues, harvests, farmers, and animals are of great interest to the child.

A well-rounded program should be non-compartmentalized in nature and draw its learnings from history, geography, economics, anthropology, and sociology. Emphasis should be placed on the child's personal behavior, the home, family, school, and community; and first hand experiences with personal involvement should be given greatest emphasis. The social studies program should make the child feel that he has made progress in becoming the kind of person he wants to become.

Goals

The kindergarten social studies program should help the child to accomplish the following:

1. Develop a positive self-image.
2. Experience the interdependence of man.
3. Learn how his actions affect others.
4. Learn how to live in a socially acceptable way in the home-school-community environment.
5. Learn the significance of important holidays.
6. Develop initial understandings in geography, history, sociology, economics, and anthropology.

Activities

1. Permit the children to explore the classroom to discover the kinds of materials that are available for carrying out creative activities.
2. Have each child construct a booklet relating to "Me." It might include a self-portrait and pictures of his home, room, family, friends, pets, and playthings.
3. Take the children on a tour of the building, showing them the library, cafeteria, principal's office, and nurse's room. The children can meet and talk with the nurse, librarian, principal, and cafeteria workers.
4. Make a model of the school, using small blocks.
5. Invite a resource person to talk with the children about his responsibility to his occupation.
6. With the children, develop rules for the use of specific types of equipment in the room, for example, tools for the workbench.
7. Take trips in the neighborhood to become acquainted with streets, buildings, fields, woods, shops, and people. Utilize these trips to foster special learnings.
8. Have several children construct a simple map of the school and surrounding area. Use pictures or numbers to designate places where a treasure is hidden.
9. Assemble a doctor's kit containing cotton balls, strips of sheeting, a stethoscope, blanket, and medicine bottles. Children can use the materials to create their own roles.
10. Collect pictures from magazines, showing people with a variety of expressions or in situations which invoke a variety of feelings. Provide an opportunity to discuss the pictures.

11. Have each child bring in a snapshot or draw a picture of his family. He can show and discuss members of his family with the class, and a picture studio of family members can be developed. The child may also bring a snapshot of himself to school to talk about himself.
12. The celebration of a child's birthday can take place through a special chair, paper hat, or other simple means.
13. Have each child portray his family, using a variety of media such as plasticene, crayon, and paper, paints, clay, chalk, or blocks.
14. Read *What Do You Say Dear?* by Sessyle Joslin to the children to motivate discussion of courtesy in daily life.
15. Use pictures, filmstrips, tapes, stories, realia, and recordings to learn about the community. Follow the use of these media with pupil construction activities, dramatic play, or songs.
16. Have a small group of children set up a clothing store. Various articles of clothing, a cash register, mirror, play money, and hangers may be used. The children may alternate being customers and salespeople.
17. Make up an assortment of community-helper kits used by workers in the community, for example, the baker's kit may contain a cookie sheet, muffin tins, bowls, measuring cups and spoons, egg beater; the plumber's kit may contain a variety of wrenches and pipes, screw drivers, rulers, clay, tubing. Children can use the materials for role playing.
18. Build Lincoln's log cabin from Lincoln logs or by using the workbench and tools.
19. Have the children make American flags, using a variety of media.
20. Set up a voting booth and provide ballots so that the children can participate in voting. Allow the children to observe adults voting before taking part in this activity.
21. Visit the Children's Museum in Jamaica Plain to view the special sections on maps, other countries, and other times.
22. Have a globe available in the room for children to examine on their own.
23. Read the book *Umbrella* by Taro Yashima to the children as an introduction to maps and globes.
24. Visit *Old Ironsides* in Boston Harbor.
25. Invite a senior citizen to bring pictures and realia to school to discuss the local community as it existed when he was a child.
26. Have the children build a ship. The ship may be constructed from blocks, boards, and boxes. The children can put "supplies" aboard and determine the chores for the crew.
27. Place three or four yards of unbleached muslin on the floor. Have several children use crayons to draw pictures of their favorite kindergarten activities. Dye the material a bright color. After the material has dried, iron it with the crayon side down on newspaper. Hang the mural in the room.
28. Read *The King, the Mouse and the Cheese* by Nancy and Eric Gurney and *The Smallest Boy in the Class* by Jerrold Beim to the children to stimulate discussion about sharing.
29. Have each child make a finger puppet, paper bag puppet, or papier mache puppet. He may create dialogue for his puppet, using material from a current social scene such as a wedding, a birthday party, or a field trip.
30. Have the children combine sound and movement to create an airport, a train station, or an Indian dance.
31. Construct a desert scene in a sand box, using cloth, pipe cleaners, plasticene, clay, paper, and paint to create tents, animals, and people.
32. Take a trip to a supermarket and make a tape recording of the sounds heard there. Upon returning to school replay the tape, and have the children draw pictures of the supermarket and its workers.
33. Collect empty food cartons and cans, shopping bags, play money, cash register and tapes, old pocketbooks, toy telephones, paper and crayon, and metal coin changer to use in constructing a supermarket. The children may alternate being customers and salespeople.

34. Have each child draw his house on a mural, then describe his house and family.

35. Visit an airport, bakery, bank, factory, bus terminal, post office, zoo, telephone company, farm, dairy, police station, museum, or newspaper. Construct a roller movie of the trip, and have several children narrate the events.

36. Construct a map of the United States from a jigsaw puzzle.

37. Provide opportunities for different children to serve snacks and milk to the class.

38. Have the children redecorate the housekeeping corner with items that they have made.

39. Have several children construct a doll house, using boxes, plastic furniture, pipe cleaners, paper, crayons, and paste.

40. Have each child bring in a photograph of himself as a baby and as he is today. Talk about changes that take place as people grow older. Read *When You Were a Little Baby* by Berman to the children.

41. Have each child make a picture time line of his life from babyhood to five years of age.

42. Have the children make a collection of dolls of all races.

43. Have the child listen to the recordings *I'm Dressing Myself* and *Me, Myself and I* (Young Peoples Records).

44. Have the children use rhythm band instruments to accompany themselves as they sing patriotic songs.

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HEALTH AND SAFETY

Overview

Health education is an integral part of the kindergarten program, and effective planning should encourage improved health practices both at home and school. Cooperation with the home and with other school and community personnel in health services is vital if the kindergarten program is to meet successfully the health needs of the young child.

The kindergarten teacher functions as a team member with the school nurse, dentist, physician, adjustment counselor, speech therapist, and other specialized personnel whose functions relate to the promotion of healthful living. Her position is unique in that she has the opportunity to observe the child throughout the day, noting atypical symptoms and making referrals to the parent or proper specialist. It is also her task to work closely with parents in promoting healthful attitudes and practices in the home.

Adequate health histories should be kept to provide the teacher with vital information about each child, e.g., chronic diseases, allergies, communicable diseases, traumatic experiences. Information of this nature is necessary in providing for the physical, social, and emotional well-being of the child.

The kindergarten classroom needs to be well-lighted, well-ventilated, and the temperature carefully regulated. The room should be arranged and maintained to be free from safety hazards.

Physical, dental, vision, and hearing examinations should be administered prior to the entrance to kindergarten by health service personnel so that remedial programs, when indicated, can be immediately undertaken. Appropriate immunizations should be administered.

The kindergarten teacher should encourage good toilet habits, proper use of the drinking fountain, and handwashing prior to eating. She should provide both active and quiet activities, opportunity for gross motor activities, and ample time for rest.

Good eating habits should be encouraged through providing healthful snacks and studying the basic requirements of a well-balanced diet. Parental cooperation should be sought in the encouragement and establishment of good eating habits.

The safe use of indoor and outdoor equipment should be explained and the children carefully observed to see that they understand how to use the equipment properly.

It is essential that fire drills be practiced until the procedure becomes so routine that the children can respond immediately to the signal and without direction follow the prescribed course of action.

The ways that the children travel to and from school should be explored and potential hazards noted. Rules for behavior on the school bus should be carefully outlined and children who walk to school should understand clearly where and how to cross streets, the meaning of signal lights, and the safest route between home and school.

It is important that each child knows his name, address, and telephone number for use in emergency situations.

Children respond favorably when they are involved in the formulation of rules and standards for health and safety. If they feel a commitment to the practices established, a safer, more healthful environment, not only in the school itself, but also in the home and community should result.

Goals

The kindergarten health and safety program should help the child to accomplish the following:

1. Learn to identify hazards to safe living in the environment and to develop rules of conduct to minimize these hazards.
2. Develop understanding of and respect for the body.
3. Explore the roles of the nurse, doctor, dentist, and other persons concerned with the promotion of good health practices, and develop the understanding that these persons are most concerned with his health and welfare.
4. Learn principles of good nutrition.
5. Understand the need for clothing appropriate to the weather.
6. Acquire knowledge and develop attitudes and habits for traveling safely to and from school.
7. Understand the need for periodical medical and dental examinations.
8. Recognize the need for immediate treatment of cuts and other injuries.
9. Become aware of ways for preventing the spread of colds and other communicable diseases.

Activities

1. Using colored masking tape, yarn, or string, make roads showing intersections on the floor. Have a traffic policeman, using hand signals direct the children as they "walk home." Red, yellow, and green construction paper may be used for traffic lights and the game can be played, using these signals.

2. The classroom should be equipped with doctors' and nurses' kits for role-playing. Empty plastic bottles and band-aid boxes can also be provided for props.
3. Have the children use toy cars to practice safety in traffic.
4. "Who Am I" games, utilizing riddles about the nurse, doctor, dentist, policeman, are fun for small children. Children can select the illustration from those provided by the teacher to answer the riddle.
5. Visit an apple orchard, dairy farm, or bakery. Summarize the visit by painting a mural, showing the steps involved in preparing foods.
6. Have each child bring in a fresh vegetable and make vegetable soup, using bouillon cubes as a base.
7. Provide pictures showing different kinds of weather and pictures of clothing such as ski pants, rain coats, and shorts for children to use in matching clothing with weather.
8. Have the children dress dolls in clothing appropriate for different weather.
9. Tour the playground with the children and list possible safety hazards in the use of equipment. Develop an appropriate list of safety rules for their use.
10. Flannel-board cutouts of food can be used by the children to develop a number of balanced meals. The meals can be used to make comparisons with their eating habits.
11. Have the children cook a balanced meal in the classroom or pack a balanced lunch for an outdoor picnic.
12. Invite the school nurse, a pediatrician, a dentist, a policeman, and a fireman to visit the classroom. Each should display his own specialized equipment and motivate the children to ask questions. The children can then participate in a variety of follow-up role-playing activities, encouraged by the availability of a variety of props. An improvised traffic light can provide many activities related to safety in crossing streets, and Robert McCloskey's book *Make Way for Ducklings* can provide an opportunity to discuss the policeman's role.
13. Read *Fireman Small* by Lois Lanski to the children before visiting the fire station or before a fireman visits the classroom. Rules for the fire drills should be established and opportunities for frequent practice of routine procedure, as well as for use of alternate exits provided.
14. A classroom "bus" can be set up for role playing to practice safe procedures and to demonstrate the necessity of certain rules when riding a bus. This activity can be supplemented by reading *Andy and the School Bus* by Jerrold Beim.
15. Role-play playground situations such as a child running behind a swing or jumping quickly from a seewaw. Children can discuss what can happen, how the children involved might feel, and how accidents of this type can be avoided.

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INTERPERSONAL RELATIONSHIPS

HUMAN RELATIONS

Overview

In order to help build a peaceful world community in which to live, it is essential for children to have an understanding and appreciation of people who are different from themselves. Since prejudices are developed and strengthened at a very early age, it is through an international and comparative approach that the kindergarten teacher can expose the children to the similarities and differences among fellow human beings. By capturing the curiosity that stems from an interest in the lives and problems of other people, tolerance and respect for individuals of different races, religions, and social customs can be taught. Children can be shown there is beauty in difference and cultural diversity.

A world approach in the kindergarten can also help children develop and practice habits of good social behavior in playing and working together. By emphasizing the need for sharing and cooperating, they can be taught to show respect for the rights of others in a multi-racial and pluralistic society. And by showing them how nations depend upon each other and how they can benefit through cooperation, youngsters can be helped to realize the interdependence of people and nations and the contributions other countries have made to their own.

Another learning experience that can be promoted through a world approach is that of helping children realize why people live as they do. Since characteristics and ways of living are determined by custom and environment, the children can be taught to observe differences and interpret the reasons for these differences. Misconceptions of why people are different diminish if children develop the habit of asking themselves why people are as they are. Through increasing the range and depth of experiences that kindergarten children have with people and places that are different, the teacher can help the children accept more readily the differences in the world.

The classroom offers a variety of potentially rich opportunities for understanding one's self as well as understanding others. The teacher can utilize opportunities that arise in school to illustrate and support the idea of the worth of the individual. For example, kindergarten children will occasionally use stereotype responses and name-calling in conversations. The sensitive teacher cannot ignore these moments. This is an opportunity to clarify misunderstandings and misinformation and to begin to examine the roots of anti-social attitudes which, if ignored, grow virulent and unchanging for life. What does the teacher do if the child calls another child any of the derogatory synonyms employed to represent ethnic groups? Does the teacher call all activity to a halt? Does she isolate the child for a little talk? Does she make an issue of the incident? No one answer will suffice in all situations, and prescriptions cannot and should not be universally applicable. However, it is the teacher's responsibility to meet the incident squarely with the children in an honest and sensitive manner and to offer them the opportunity to weigh and inquire about the use of derogatory terms. To ignore the incident may appear safe, but silence only perpetrates the patterns of racial and ethnic prejudice. While confrontation may not be the alternative the teacher chooses to employ, it is vital that fallacies be dispelled, and it is important that the teacher be sensitive to verbal and nonverbal prejudicial behaviors.

Psychologists and sociologists agree that attitudes are relatively easy to teach and difficult to change. The task of the educator, especially the kindergarten teacher, is to provide and to capitalize upon opportunities for fostering intergroup and interpersonal relations.

Goals

The kindergarten human-relations program should help the child to accomplish the following:

1. Develop a positive self-image.
2. Participate in status-building experiences.
3. Develop an appreciation for and understanding of the dignity and worth of the individual.
4. Participate in dialogue regarding reasons why people live and think as they do.

Activities

1. Invite to class foreign visitors and other interesting people who can share their experiences with the children.
2. Holidays and special celebrations always create interest and are an excellent avenue to expose children to different customs. "Christmas around the world" is a good theme. Chanukah, Columbus Day, and St. Patrick's Day are other examples of holidays which can be used to good advantage.
3. Action projects which maximize pupil participation lend themselves very nicely to the development of world-mindedness. Such activities as singing and dancing, handicrafts and drawing, dramatizations and play activities, can be used.
4. Children can learn to appreciate the contributions of other people by bringing in items from other lands. Dolls and miniature objects can be shared easily as can pictures and different kinds of clothing and food.
5. The world can be brought into the classroom through audiovisual material. Young children love to be read stories about children in other lands. Charts and pictures cut from old magazines as well as bulletin-board displays can help make the world real to them. Films, filmstrips, and slides are indispensable in helping to overcome the ignorance that small children have of customs which are different from their own.
6. Introduce a few words in a foreign language to help give the children a realiza-

tion of the broader horizons of the world community.

7. Planning and taking trips in the local area can enlarge the neighborhood for the children and give them a feeling for distance. Simple maps are a natural outcome of such trips.
8. Incidents such as a rent strike, a new family in the neighborhood, a racial incident, or the opening of a new and different kind of restaurant can be readily discussed with kindergarten children.
9. Cooking foreign foods in the classroom is an activity which can involve both the parents and the school in a meaningful way.
10. Using physical education, art, and music resources, the teacher and children can plan activities for a folk festival.
11. Discuss stereotypes and feelings that the children have when they indicate by action or deed that they are curious or confused about people, individuals, or customs unfamiliar to their own experiences.

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A guide for teachers and study groups. Resources for study of various problems in the world.

Miel, Alice, and Kiester, Edwin, Jr. *The Shortchanged Children of Suburbia*. New York: Institute of Human Relations Press #8, 1967.

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Noar, Gertrude. "Living with Difference". New York: Anti-Defamation League of B'nai B'rith.

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Overview

By the time the child has reached kindergarten age, he has observed and participated in many aspects of family life and has observed his role in the family unit. Because of natural curiosity, a young child's questions regarding the family are sincere and require sincere responses. Parents, community, and teachers share the responsibility of meeting the child's inquiries.

The teacher's response to the questions or actions of a child can influence greatly the attitudes he grows up with. Behavior must be understood within the context of the child's world, therefore he needs encouragement and support as he ponders questions of life and living.

The portion of the curriculum labeled family living should not be separate from the total curricular offerings. The teacher should capitalize on the freshness and curiosity of children and attempt to clarify questions and provide at the same time a supportive environment for inquiries from them. In this respect the treatment of family living in the school is no different than other aspects of the school experience.

The implementation of family-life programs can be as diverse as the many communities which will utilize this information. The one basic rule, however, that can provide a supportive environment is one in which the school and community plan together and share the responsibility for resources and guidelines in the development and execution of the program. Teachers, parents, and professionals in the community can initially discuss the objectives and develop cooperative guidelines for a program that might utilize doctors, public health officials, state department of education representatives, school health personnel, and elementary school guidance counselors as resource persons for parents and teachers. Meetings and discussion sessions can be fruitful in assisting the teacher in the classroom. Sharing in the planning of curricular objectives implies an integrated experience in the kindergarten program. Science, social studies, and language arts are specific areas where positive attitudes can be instilled.

Goals

The kindergarten family-living program should help the child to accomplish the following:

1. Develop insights concerning his relationships with family, peers, and others.

2. Learn about his physical, mental, and emotional growth.
3. Derive positive satisfaction from wholesome human relationships.
4. Understand and alleviate his fears and anxieties concerning growth.

Activities

1. Discuss anatomical differences and similarities such as body shape, size differences, voice differences.
2. Discuss clothes worn by men and women, boys and girls. Magazines can provide pictures for making charts of work clothes, play clothes, clothes for small children. Department store catalogues are also a good source.
3. Allow the children to share playtime periods with older children and different teachers so that they can note differences and similarities in physical growth.
4. Role playing is an exciting activity for young children. The play corner can have clothing worn by men and women for children to try on and act out roles as they see them. For example, cowboys' hats, policemen's caps, firemen's helmets, and nurses' caps can be effectively utilized. Clothing should be easily accessible to the children.
5. Plan to discuss the degrees of dependency upon parents by various young. Sibling feelings about babies is a natural outgrowth of such discussions. Children can discuss how they feel about helping with babies in the home.
6. Discuss with the children what a family does, its recreation, work, and concerns such as earning a living, taking care of siblings, fixing and making things, cooking, home and outside of the home involvements.
7. Discuss the reasons why children laugh, cry, love, or show aggressiveness and jealousy toward other children or siblings. Some questions to lead discussions are: How would you care for the new baby in your family? How do we show our brothers and sisters our love for them?

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A family gets a new baby and the whole house gets ready to enjoy her.

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Mabel Ann and Patrick are next door neighbors who fight over every game and toy they own. Each game or activity starts and ends with "It's mine" and the children go away mad. Finally, while they fight over a carrot, a goat eats their picnic lunch. Then they learn to share and take turns.

Cohen, Miriam. *Will I Have a Friend?* New York: Crowell Collier and Macmillan, Inc., 1967.

Jim is anxious as he leaves his father for the first day of kindergarten. "Will I have a friend?" he asks. His father assures him that he will, but finding the friend is very difficult.

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This book describes in a very simple way, the likenesses and differences in the lives of humans and animals.

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A little boy plays with animals all day, walking like a duck and hopping like the rabbit. When he sees his father, though, he knows he's a boy and not an animal.

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A group of boys have fun every day playing war on their favorite hill. One day another gang tries to take over the hill. Play-war changes to real war as the gangs fight with sticks and stones. When the war is over, everyone is hurt, and the boys realize that no one is the winner.

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A lonely little boy is known by his classmates only as Tiny Boy. For the most part, they ignore him, but the teacher tries to make them realize what he has to offer.

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Momo, a little Japanese-American girl, gets a new umbrella for her birthday. After seemingly endless days of sunshine, it finally rains and Momo walks the streets of New York enjoying every sound and sight along the way.

________. *The Village Tree*. New York: The Viking Press, Inc., 1953.

A lovely tree grows in the center of a village in Japan and the children and animals play in it.

________. *Youngest One*. New York: The Viking Press, Inc., 1962.

Two-year-old Bobby is afraid of all strangers, even the milkman. It is only with his grandmother that Bobby feels safe. But Momo, the little girl who lives beyond the hedge, finally manages to make a friend of Bobby.

Zolotow, Charlotte. *Big Sister and Little Sister*. New York: Harper & Row Publishers, 1966.

A little sister tires of being protected by her older sister. She runs away to think her own thoughts. Big Sister discovers her disappearance and cries. Little Sister comes back to comfort Big Sister and they go home to take care of each other.

________. *If It Weren't for You*. New York: Harper & Row Publishers, 1966.

A big brother of seven tells his younger brother how wonderful life would be "If it weren't for You." The list of joys is lengthy. The last item, however, is "But it's also true, I'd have to be alone with the grown-ups it it weren't for you."

OBSERVING CHILDREN

A teacher should know how to observe, what to observe, and how to interpret what she sees. Then she should put her observations to productive use.

It is important that the teacher planning to observe a particular child have a wide acquaintance with many young children. She must be knowledgable about behavior of children younger and older than those she teaches in order to judge the maturity or immaturity of a child. Before she can be effective within any evaluative conceptual framework, she must be sensitive to the special characteristics and the particular qualities of a five-year-old. There is a great deal of this behavior that cannot be graded, labeled, or pigeonholed in any precise way. Yet the teacher who knows young children, like the skilled clinician or pediatrician, is so perceptive that she can cull valid meanings from her observations.

The kindergarten teacher should carry on observations of children that enable her to better understand how each child is functioning in all areas related to learning and development in order to provide a basis for planning and evaluating his educational program and progress.

She should assemble a reliable documentary record of each child's behavior at school to use in discussion with parents and other school personnel, particularly the child's next teacher.

At the outset, the teacher needs to formulate or adopt a conceptual framework for her observations. For observations to be selective, the teacher must have frames of reference to prompt her recordings as well as her omissions. In order to assure greater communication with other teachers, staff discussions should be held to determine what frames of reference are important and manageable.

The best method for the teacher to use in collecting samples of behavior is to identify one or two children each week who will be subjects for special concern. She can pay special attention to these children in all their activities, and at the close of the school day, jot down objective data, without interpretation. She can record what they have done, their interactions, their apparent feelings, their failures and successes, their style of play, and write a brief, factual report of what happened. Although her attention is particularly focused on one or two children, it may well be that the behavior of one or two other children will merit recording. Five by eight filing cards are excllent for such notes. In the course of a semester, every child in the class should have a card or cards bearing descriptions of significant episodes in his regular school day. Best results are achieved as the teacher reviews her card files periodically, with a view to learning whether a child needs more observation or whether his behavior suggests the need for some more specialized testing or structured observation.

In any event, through such recordings the teacher will eventually find herself in possession of specific data which will yield valuable information about the external manifestations of a child's behavior. She should have evidence suggesting patterns of dependency or leadership, conformity or creativity, hostility, insecurity, self-confidence, competence, apathy, tension, or vitality.

Planned and thorough scrutiny of every child by the teacher gives some assurance that the quiet, less active one is not so likely to be unknown or misinterpreted.

From time to time, a teacher may feel that she needs more formalized or structured information about a child. School psychologists or guidance personnel are often available to administer standardized intelligence tests or projective techniques that may give the teacher data she needs in planning particular kinds of intervention.

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Chapter 7 provides a useful outline of the stages of child development.

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A scale utilizing Erikson's stages, relating them to observable behavior in the classroom.

PARENT-TEACHER RELATIONSHIPS

Overview

Parents are potential adjunct teachers and friends to the kindergarten teacher, therefore, teachers from the very beginning must have as a goal the building of good personal relations with the fathers and mothers of the children they teach.

Fathers and mothers often feel inadequate in their roles as child-rearers and educators, and they come to their relationship with the teacher with anxieties. The teacher needs to foster in every way possible a spirit of mutual trust and respect. Everyone involved needs to discuss problems openly, to seek answers, and to offer hypotheses that can be worked on together. Teachers facing time problems should consult with administrators to try to find ways to make more time available for parent-teacher contacts. A half-day session for kindergarten provides many educational advantages.

The most enlightened guidance for parents is that which directs them to cooperate with and enjoy their child and to realize that there is no absolutely right or wrong formula to insure the perfect education for him. Parents should be encouraged to work out relationships which are happy, relaxed, and productive in ways especially appropriate to their own particular situations.

Parents need to know and accept their child as he is — the behavioral characteristics of his age, his physical and mental endowments, his motivation to learn, his temperament, his weaknesses, as well as his strengths. The teacher can help the parents to better understand the child through sharing her observations of the child and through guided reading.

Parents can create difficulties for themselves and their families by comparing their children too much with one another, rather than considering each child as an individual who needs individual attention and planning. Therefore, they often need help in seeing the distinctive features of each child.

Teachers need to acquaint themselves with the community and to become familiar with the social services which are available in the community. Public health services, mental health services, family counseling services, and child guidance centers, are but a few. Enterprising teachers will find ways to get acquainted with sources which provide medical and dental care, types of residential areas, stores and services, types of recreation and play space available, and age range and ethnic characteristics of the population.

Before Kindergarten Begins

After pre-kindergarten registration in the spring, visiting days for parents and new children should be arranged. Open house, small group meetings, or individual conferences may be held. When the option is for small-group meetings, three or four children can be invited to join the children in the classroom for a short period. Parents can come to school, too, on this day. However, a teacher who does not have a student teacher or teacher's aide, should have help with her regular group when she attends to new children and parents.

On visiting day, the teacher can talk briefly to the mothers as a group about the kindergarten program, and about general policies and procedures. She can also answer their questions. In addition, she can learn from the parents about any special diet a child may require and any physical impairment or personal idiosyncrasy he may have.

At this time, too, the parents can be told about other meetings and communications: PTA meetings, small-group coffee hours, picnics, newsletters, and telephone calls. Arrangements for individual conferences can also be made. Parents appreciate having names of teachers, principals, and other personnel in the school, and knowing that when the group is established, they will receive the names of the other children in the class.

The First Weeks in School

It is advisable to have a somewhat similar meeting with parents in the fall when school begins. Rather than starting kindergarten on a full-time basis with every child in the group present full-time the first day, a staggered entrance procedure, or a phasing-in, can be used. Small groups of parents can come with their children for a shortened period during the first days. Teachers can identify children who need additional parental support to adjust to a group, and arrange for the parent to come to school several times at the outset. A gradual, supportive approach to school, particularly when it is the first experience away from home, is recommended.

The PTA in the Kindergarten

Parents may join an already existing PTA group. Sometimes, however, parents of kindergarten children have such a special zeal about the new school experience that they organize their own group to help them understand the nature of their children's learning and the goals of the program.

Participation of Parents in the Classroom

As a teacher gets acquainted with the parents, she can invite those who have something to offer to come to school as guests. A policeman in his uniform, who is also a daddy, is an exciting visitor. A mother who plays the guitar or a parent who can tell something about his hobby can all contribute. In some schools, parents assist the teacher in the classroom.

The Individual Conference

Usually the most important contact between parent and teacher is the individual conference. Therefore, the teacher should know what is involved in a conference. If necessary, school administrative personnel should provide guidance and support in formulating questions for an open-ended conference. Nevertheless, the teacher should be encouraged to develop her own style, using a combination of sensitivity, interest, and knowledge of child development.

The teacher must be a sympathetic, sensitive, well-informed listener in order to encourage the parent to talk. She must be alert not only to what the parent is saying, but to meanings and feelings accompanying the words.

During the conference, the teacher should be ready to lead the discussion if it lags and to guide it back if it wanders away from the child. She should not be afraid to say, "I don't know" and volunteer to try to get more information for another conference or refer parents to books or to other persons who may be better informed.

The atmosphere of the conference should be kept as constructive and positive as possible. When the teacher first focuses on areas of strength, a consideration of areas of weakness is more likely to be palatable to the parent. The teacher needs to communicate that all children have irregularities in development. A child does not grow evenly, nor is learning taking place all the time in any child. When the teacher really attempts to understand a child and communicates her interest and acceptance, a feeling of trust is established. Records from observations made previously should be brought to the conference. Thus the teacher has specific information about the child's behavior at school as a point of departure for what she has to say.

Parents appreciate suggestions about how the usual things they have in the home can be adapted for learning and for better family relationships. The teacher should be able to guide the parents to helpful books, periodicals, and educational programs on television and to help them realize the importance of playing games with their children.

The teacher can also encourage parents to consider what techniques and positive reinforcements motivate children — talking and listening individually to them and participating in family activities. It is helpful if the teacher has some knowledge of the child's home environment. As a parent talks, particular beliefs about child-rearing, what parents expect, and how they manage will be revealed.

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A SUGGESTED LIST OF INSTRUCTIONAL MATERIALS

1. *Deluxe animal cage*

   Heavy-duty; exerciser wheel; perches for birds; clean out drawer; anti-rust, non-toxic paint
2. *Wheel scoop-n-hoe (18″)*

   All steel action digger, dozer, scooper
3. *Wild animal circus* (26″)

   Three-ring circus on wheels; wild animals riding in individual cages; swinging doors
4. *Mack hydraulic dumper* (20″)

   Heavy steel scale model; hydraulic cylinder easily dumps loads
5. *U.S. mail delivery truck* (11″)

   Steel, poly bumpers
6. *Flat tire wrecker* (15″)

   Three tools; operating boom lifts and tows
7. *Aerial ladder fire engine* (27″)

   Hook and ladder (steel, rotating, elevating extension ladder reaches to 44″)
8. *Circus trailer* (26″)

   Circus on wheels for use with rubber animals
9. *Wrecker* (17″)

   Wrecker that really works
10. *Beverage trailer* (26″)

    Includes cases of beverages
11. *Fire trailer (26″)*

    Wooden ladders on trailer
12. *Dump truck* (17″)

    For sand play
13. *School bus* (24″)

    Strong enough to sit on; removable top
14. *Tractor and express trailer* (27″)

    Made of sanded wood; can carry small objects

15. *Large kindergarten train* (78")

    Heavy construction; four cars

16. *Riding train* (84")

    Rubber wheels with steel axles; four cars

17. *Four in one toy*

    Twenty-two smoothly finished, interlocking pieces of wood can be assembled as a freighter, truck, engine, or bus

18. *Traffic signs* (42")

    Shape and color same as those used by highway department; four signs per set

19. *Interlocking tugboat set*

    Tugboat, scow, coal barge, and repair barge

20. *Plastic block city*

    Set includes plastic blocks with interlocking knobs, windows, front and rear doors, door lintels, and roofing materials

21. Unit building blocks (1⅜" x 2¾")
    Unstructured unit building blocks are basic to every classroom for children 3-6; hardwood, edges rounded, balanced

22. *Hollow blocks*

    Kindergarten set - 8 half squares, 24 double squares, 4 ramps, 8 long boards, 4 short boards

23. *Hollow block cart with wheels*

    Movable storage unit designed to hold hollow blocks

24. *Doll house and dolls*

25. *Community workers*

    Set of six stand-up figures representing policeman, fireman, postman, worker, milkman, and doctor

26. *Family group*

    Set of six figures representing mother, grandmother, father, grandfather, boy, and girl

27. *Transportation people*

    Set of six figures representing captain, sailor, conductor, engineer, pilot, airline hostess

28. *Wooden barn* (16" x 12" x 14")

    Wooden barn for use with rubber animals

29. *Zoo animals*

Elephant, giraffe, zebra, tiger, lion, polar bear, etc.

30. *Farm animals*

Horse, cow, pig, lamb, goose, hen, rooster, duck, 2 ducklings, etc.

31. *Rig-a-Jig construction set*

Washable pieces of tough plastic; 7 shapes; 7 different colors; linked together to make cars, trucks, trains that really roll

32. *Bolt-it*

Construction toy with assortment of wood pieces and large metal nuts and bolts, able to be assembled into moving toys

33. *Animal puzzles* (9" x 12")

Dog
Squirrel
Rabbit
Rooster
Duck
Cow
Monkey
Cat
Little Brown Bear

34. *Mother Goose puzzles* (9" x 12")

Jack Horner
Mother Goose
Peter, Peter
Rain, Rain
Old Woman in a Shoe
Jack Be Nimble
Old King Cole
Boy Blue
Jack and Jill
Miss Muffet
Mother Hubbard
Bo-Peep

35. *Transportation puzzles* (9" x 12")

Airplane
Tugboat
Car
Bus
Tractor
Fire Engine

36. *Community helpers puzzles* (9″ x 12″)

Doctor
Postman
Policeman
Fireman
Farmer
Nurse
Dentist

37. *Holidays and seasons puzzles* (9″ x 12″)

Snowman

38. *Folktales puzzles* (9″ x 12″)

Red Riding Hood
Jack and the Beanstalk
Gingerbread Boy
Puss in Boots
Three Pigs

39. *Environmental puzzles*

The Supermarket
Street Scene
Farm Life
Construction
Playground
Safety

40. *Advanced puzzles* (12″ x 16″)

50-60 piece, die-cut, inlay type puzzles
  Airplane
  Boat
  Circus
  School safety

41. *Puzzle cabinet*

Wood and masonite with natural lacquered finish; holds 12 inlay puzzles

42. *Parcheesi* (18½″ x 18½″)

Folding board with 4-color lithographed playing surface; box of playing implements, containing 4 dice cups, 4 dice, 16 playing pieces, directions

43. *Chinese star checkers*

Large playing surface in wood frame — Chinese checkers on one side; checkerboard on reverse side; 60 marbles

44. *Animal dominoes*

Heavy board with velour covered bottoms

45. *Object lotto*

    Eight large playing boards; 72 covering cards representing food, cleanliness, play, learning, furniture, appliances, kitchen, and clothing

46. *ABC lotto*

    ABC and number lotto on one side; object and counting lotto on other side

47. *Stove*

    Realistic burners, knobs, and timer; storage space closet and interior shelf

48. *Sink Unit*

    Removable stainless steel sink pan can be filled with water; doors equipped with magnetic catches and constructed of ½″ warp-free material

49. *Refrigerator* (18″ x 12″ x 36″)

    Freezer-refrigerator combination with magnetic catches and chrome hardware; doors constructed of ½″ warp-free material

50. *Maple table set* (23″ high, top is 22″ x 28″)

    3-piece hardwood set; captain's chair 21″ high

51. *Rocker* (seat height 13″)

    Maple rocking chair

52. *Doll hi-chair* (27″ high)

53. *Aluminum tea set*

    Heavy gauge aluminum; large pieces

54. *Aluminum pots and pans* (4″ x 6″)

    Heavy gauge pots and pans; bakelite handles

55. *Housekeeping set*

    Life-size equipment

56. *Clothespins* (wooden)

57. *Child's broom*

58. *Floor mop*

    Long handle, child's size

59. *Colored construction blocks*

    Blocks, wheels, and dowels; wheels with hubs make push-pull toys; 110 pieces; construction suggestions

60. *Jumbo dominoes* (3¾″ x 1⅞″ x ½″)

    Hard maple blocks; colored dots; 28 units; from double blanks to double sixes

61. *Large dominoes* (5½″ high, 2¾″ wide, ¾″ thick)

28 black and white pieces; non-toxic paint

62. *Counting frame* (12½" x 9½" x 5½")

Wood frame; 100 units

63. *Lock-up barn* (13⅜" long, 10¼" wide, 8⅝" high)

Farm wagon and 10 blocks of 4 shapes for drop box roof

64. *Postal station*

Mailbox 11" x 6"
holes for stringer included

65. *Attribute blocks*

Colored geometric shapes and sizes

66. *Color cubes* 1¼"

25 wood cubes; colored enamel; form unlimited designs; design sheet

67. *Sewing cards* (5½" x 7")

100 design cards of common vegetables and garden accessories

68. *Needles*

Large eyes, size 18; 20 needles per package

69. *Germantown worsted*

Heavy wool for sewing cards, 1 ounce ball; 4 ply

Pink
Red
Deep red
Orange
Yellow
Light green
Green
Deep green
Light blue
Blue
Dark blue
Violet
Brown
Black
White
Gray

70. *Number frame and chart stand* (frame-24" wide, 45" high)

Hardwood; 10 rows of beads 1" diameter with 10 beads on each rod; one half of the beads on each rod are yellow and the other half blue

71. *Dry measure set* (9½" x 9½" x 9")

72. *Liquid measure set* (4½" x 4½" x 8½" overall)

Gills, pints, quarts, gallon; plywood gallon, hardwood gills, pints, quarts; clear lacquer finish

73. *Clocks*

Moveable hands and 12 numbers that fit only their correct position on the clock; soft polyethylene; unbreakable base 12" square; white face, steel hands; black numbers 1" high; minutes clearly marked

74. *Large plastic pegs*

Four 10 x 10" plastic peg boards; round pegs, 3/16" diameter and 2" long; 6 assorted colors; 1000 per box

75. *Plastic peg boards* (6" x 6", 10" x 10")

Unbreakable plastic; each board has 100 holes; packed 10 per box

---

The materials listed above are available from a variety of manufacturers throughout the Commonwealth. The catalogues helping to identify the listed items may be obtained from the following Massachusetts State Department of Education offices and libraries:

Boston Regional Education Center (Library)
Simmons College
300 The Fenway
Boston, Massachusetts 02115

Bureau of Library Extension
648 Beacon Street
Boston, Massachusetts 02215

Bureau of Media Services (Library)
55a Chapel Street
Newton, Massachusetts 02160

Educational Reference Center
182 Tremont Street
Boston, Massachusetts 02111

Northeast Regional Education Center (Library)
555 Chickering Road
North Andover, Massachusetts 01845

Pittsfield Regional Education Center (Library)
188 South Street
Pittsfield, Massachusetts 01201

Southeast Regional Education Center (Library)
3092 Cranberry Highway (Route 28)
East Wareham, Massachusetts 02538

Springfield Regional Education Center (Library)
2083 Roosevelt Avenue
Springfield, Massachusetts 01104

West Boylston Regional Education Center (Library)
271 West Boylston Street
West Boylston, Massachusetts 01583

A FLEXIBLE TIME-BLOCK PLAN

The following suggested time-block plan indicates a variety of learning experiences that could be developed within a 2½ hour kindergarten day.

Block I *Learning Experiences* (self-selected or teacher initiated)

- Art
- Science
- Blocks and toys
- Music
- Language arts
- Social studies
- Books
- Dramatic play
- Literature
- Mathematics
- Educational games

Block II *Snack Time*

- Cleanup
- Snack
- Toileting, washing hands

Block III *Quiet Time*

- Looking at books
- Listening to music
- Story time and discussions

Block IV *Outdoor Activities*

- Building
- Climbing
- Swinging
- Running
- Riding tricycles
- Sand and water play
- Digging

Block V *Sharing and Special Planning Activities*

S R A
Basic Reading Series

CLASS SUMMARY SHEET

Reading Department
Bourne, Massachusetts

GRADE ____________
DATE ____________
year/month/days
TEACHER ____________
SCHOOL ____________

Directions: Complete a separate Class Summary Sheet in duplicate, for each group you test.

List pupils by TOTAL SCORE, from high to low.

		Levels A through D					E and F		
	Level	Word Recognition	Word Meaning	Sentence Meaning	Comprehension	TOTAL	Word Recognition	Comprehension	TOTAL
Maximum Scores		10	10	5	10	35	60	30	90
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									
11.									
12.									
13.									
14.									
15.									

F 104

S R A

Basic Reading Series

Reading Department
Bourne, Massachusetts

CLASS SUMMARY SHEET

GRADE ____________________

DATE ____________________
year/ month/days

TEACHER ____________________

SCHOOL ____________________

Directions: Complete a separate Class Summary Sheet in duplicate, for each group you test.

List pupils by TOTAL SCORE, from high to low.

	Cumulative A - D				A - F	
	Level	Word Recognition	Sentence Meaning	TOTAL	Comprehension	
Maximum Scores		75	23	98	30	
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						

F # 104a

S R A
Comprehension Series

CLASS SUMMARY SHEET

Reading Department
Bourne, Massachusetts

Grade ____________________

Teacher ____________________

School ____________________

Date ____________________
year/month/days

Directions: Complete a separate Class Summary Sheet in duplicate, for each group you test.

List pupils by TOTAL SCORE, from high to low.

S R A Level G H I

(Please circle level)

	Word Meaning		Sentence Meaning		Comprehension				
	Multiple Meanings	New Words	Tell it a different way	Do the sentences mean the same?	Interpretation	Analysis	What happened next?	Comprehension	TOTAL
Maximum Scores	5	10	8	10	3	10	4	10	60
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									
11.									
12.									
13.									
14.									
15.									
80 % or below -	4	8	6	8	2	8	3	8	

F104b

Scott, Foresman
Basic Reading Test

CLASS SUMMARY SHEET

Reading Department
Bourne, Massachusetts

________ Book 3^1

________ Book 3^2

Grade ________

Group ________

Date ________
year / month / days

Teacher ________

School ________

Directions: Complete a separate Class Summary Sheet, in duplicate, for each group you test.

List pupils by TOTAL SCORE, from high to low.

Circle in red the subtest scores that fall at or below the 25th percentile.

Return to your Team Leader as soon as possible.

		Admission Date New Pupils Only	Sentence Meaning	Sensory Images	Emotional Reactions	Relationships	Scrutiny Context	Phonetic Analysis	Structural Analysis	Dictionary	TOTAL	Percentile
Maximum Scores	Book 3^1		11	11	14	14	11	13	11	15		
	Book 3^2		14	14	11	11	13	12	11	14	100	
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												
9.												
10.												
11.												
12.												
13.												
14.												
15.												
25th %tile	Book 3^1		7	5	9	6	9	8	7	8	68	
	Book 3^2		7	8	7	7	10	4	5	8	64	

F 45

Scott, Foresman
Basic Reading Test

CLASS SUMMARY SHEET

Reading Department
Bourne, Massachusetts

________ Book 4 Ventures

________ Book 5 Vistas

________ Book 6 Cavalcades

Grade ____________________

Group ____________________

Date ____________________
year / month / days

Teacher ____________________

School ____________________

Directions: Complete a separate Class Summary Sheet, in duplicate, for each group you test.

List pupils by TOTAL SCORE, from high to low.

Circle in red the subtest scores that fall at or below the 25th percentile.

Return to your Team Leader as soon as possible.

	Admission Date New Pupils Only	Word & Phrase Meaning	Sentence & Paragraph Meaning	Main Idea	Relationships	Critical Reading	Locating Information	Word Analysis	Dictionary	TOTAL	Percentiles
Maximum Scores		14	14	5	14	18	5	15	15	100	
1.											
2.											
3.											
4.											
5.											
6.											
7.											
8.											
9.											
10.											
11.											
12.											
13.											
14.											
15.											
25th % tile 4/5		11 11	11 11	3 3	10 11	10 10	2.5 3	12 11	11 10	72 71	
25th % tile 6		11	11	2	11	12	2.5	11	10	71	

F 46

Reading Department
Bourne, Massachusetts

SUMMARY ANALYSIS OF CLASSROOM STUDENT'S NEEDS

School: ______________________ Grade: ______________

Name of Teacher	Number of Students	No. of Pupils Needing Adjusted Program (Rdns., SRA, etc.)	No. of Pupils Needing Tutorial (1 to 1)	No. of Pupils Needing L. D. Program	No. Pupils & Repeaters with other Special Learning Problems.	COMMENTS:

F # 107

Reading Department
Bourne, Massachusetts

PREFERENCE LIST

School ________________________________ Date ______________________

From Grade ________ to Grade ___________ Reading Resource Teacher ______________

Prepare a separate list for students in each category and circle which category.
Categories: * / ** / *** / **** / (See Preference List Headings - G.I. 112)

For every student listed give comments under each of the following headings:

a. Special problems, physical, etc.
b. Previous program, level, etc.
c. Program and level recommended

Do not omit anyone of these three items. If there are no special problems, write "None."

Student (Last name first)	Teacher of Reading	Comments: a - b - c
1.		a. -

F 108

Reading Department
Bourne, Massachusetts

Teacher: ______________________________ School: ______________________________

To: Classroom Teachers, Kindergarten

From: Raymond L. Matthews, Reading Coordinator

According to the test results these members of your class have difficulties in learning.

Student	Skill Needs	Student	Skill Needs

* Code: Delco

1. Auditory Discrimination
2. Visual Discrimination
3. Visual Motor
4. Visual Memory
5. Auditory Memory
6. Oral Language

Are there any other members of your class who are having difficulties in learning readiness?

How are you planning to meet the needs of these students? What skills materials do you plan to use?

____

____

____

How can the Reading Department help you?

Skills Objectives	Materials	Demonstration	Conference	Other

Have you already held a conference concerning this form, with the Reading Resource teacher in your building?______. If not, when is the conference scheduled?________

F96K

Reading Department
Bourne, Massachusetts

To: Classroom Teachers, Grades K-6

From: Raymond L. Matthews, Reading Coordinator

According to the test results these members of your class have serious difficiencie
in reading.

Student	*Test	Student	*Test

*Code:
1. Copying
2. Visual Memory
3. Dictation Exercises
4. S/F Survey (Indicate sub-test)
5. Graded Word List
6. SRA Oral (Part II A-F)
7. Readiness Skills (Delco)

Are there any other members of your class who are having difficulties in reading?

How are you planning to meet the needs of these students? What skills materials do you plan to use?

How can the Reading Department help you?

Materials	Demonstration	Conference	Other

Have you already held a conference with the Reading Resource teacher in your building?__________. If not, when is the conference scheduled?______________

F # 96

Reading Department
Bourne, Massachusetts

STAFF WEEKLY REPORT

Teacher______________________________ School________________________

Week of _______________ to ___________________ Grade _______________
Month/Day Month/ Day

I. Comments: Pertaining to specific problems, etc., in the areas of instruction, testing, behavior, motivation, enrichment, parent conferences, meetings, clerical or other duties.

Student's Name and Class	Problem	Action Taken

II. Meetings: (Give names, dates, places, and purposes whenever possible.)

III. List on a separate sheet, your requests for instructional materials: Stenciled materials, please allow one week for delivery or three days if you pick up the material at the Reading Office.

FOR ITEMS I AND II USE OTHER SIDE FOR FURTHER COMMENTS AND BE AS SPECIFIC AS POSSIBLE IN DESCRIBING WHAT ACTION YOU HAVE TAKEN.

F #1

Reading Department
Bourne, Massachusetts

MONTHLY REPORT - MEMBERSHIP RECORD

Name ______________________ Date: Begins ____________ Year ____________

Ends ______________________

Period	Grade	Total Members Last Month	Released		Additions	Total Members Now
			Left System	Other Reason		
Total						

IDENTIFY NAMES, PROBLEMS, REASONS FOR ACTION, PERIOD: (Where Appropriate)

F2

Reading Department
Bourne, Massachusetts

CONSULTANT SERVICES

Reading Specialist: ______________________ School ______________________

Month of: ______________________

Date	Time	Teacher	Skills & Materials	Comments

F#66

Reading Department
Bourne Public Schools
Bourne, Massachusetts
563-3755

The Reading Readiness Learning Center Program

______________________School

______________________, 19_____

Dear ______________ ___________:

__________________________was referred to me because of readiness difficulties. Your child will be having special aid in readiness skills in addition to the regular classwork. The results of careful screening indicate your son/daughter needs this extra help.

During the year emphasis will be on the multi-sensory approach, (using eyes, ears and hands) to improve the communication skills of listening, speaking, reading readiness and writing. This program will utilize the child's strengths to improve his/her readiness skills. Materials will be used to provide your child with learning experiences on his/her instructional level.

It would be a pleasure to have you visit to see the Reading Readiness Learning Center program in operation during the school day, or you may call the school at _______________ and arrange for a conference.

Sincerely yours,

____

Reading Specialist

F 19
(Level-Kndgt.)

Reading Department
Bourne Public Schools
Bourne, Massachusetts
563-3755

The Reading Learning Center Program

____________________School

____________________, 19______

Dear ____________________:

______________________was referred to me because of reading difficulties. Your child will be having special aid in reading in addition to the regular classwork. The results of carefully given tests indicate your son/daughter needs this extra help.

During the year emphasis will be on the multi-sensory approach, (using eyes, ears, and hands) to improve the communication skills of listening, speaking, reading and writing. This program will utilize the child's strengths to improve his/her reading skills. Materials will be used to provide your child with reading experiences on his/her instructional level.

It would be a pleasure to have you visit the Reading Learning Center during the school day, or you may call the school at __________and arrange for a conference.

Sincerely yours,

____
Reading Specialist

F19- Elem.
(Levels 1-6)

Reading Department
Bourne Public Schools
Bourne, Massachusetts

Dear Parent:

Your son/daughter has chosen to participate in the Learning Center and our individualized reading program during this next school year, in order to develop his reading and study skills more fully.

We feel that participating in this program will offer him/her the opportunity to make the most of his/her capabilities and to do better work in all school subjects. Our Guidance Office will make every effort to schedule him/her for reading.

You are encouraged to call for an appointment to visit our Learning Center during the school day or after school. If you have any questions concerning our individualized Reading program or about the unique Learning Center approach, please call the Principal's office at Bourne High School at 759-3521 or call the Reading Coordinator at the Reading office at 563-3755.

Sincerely,

Raymond L. Matthews

Raymond L. Matthews
Reading Coordinator

Revised 6/72

F#18

READING DEPARTMENT
Bourne Public Schools
Bourne, Massachusetts

________________, 19___

Dear Parent:

As a student at Bourne High School your son/daughter ______________________________ elected a reading course and has been working in Basic/Developmental/Speed Reading for five class periods a week, completing ________ class periods out of a possible ______ periods of reading instruction during this quarter.

Several different types of reading and learning tests have been taken by the students in reading classes. The results from these tests are analyzed by each student and myself in a conference in order to plan an individualized program of instruction on specific reading skills.

Various kinds of reading and listening materials have been introduced to provide each student with a variety of learning experiences on his level of performance. The students have been taught how to work with materials independently to give them additional practice with skills as needed; however, I continually check their progress and learning.

This quarter your son/daughter has been reading ________________ grade level in overall silent reading comprehension.

Reading for pleasure has been strongly encouraged. The students have used the high school library several times and also have had time to browse through the paperback selection in the Reading Center. A class assignment called Sustained Silent Reading is used to develop concentration and interest in reading. Students should also be encouraged to read books, magazines and newspapers at home to maintain the skills they are developing and to develop a life-long habit of reading.

At this time your son/daughter has read _________ books.
His/Her concentration for Sustained Silent Reading is good/ shows improvement
needs improvement.

Study Skills will continue to be an important part of our curriculm this year. One method of studying textbooks is called "SQ3R" which means: Survey, Question, Read, Review, Recite. If your son/daughter has completed the study skills unit, he or she can explain this method to you. The Reading Department feels that these steps, when used properly are a valuable aid to successful studying in other courses.

Although total improvement in reading skills seldom occurs in one quarter, your son/daughter concentrated well on certain skills. Please refer to the skills checklist on the reverse side to note the improvements she/he made as well as the skill areas that need additional improvement.

If you have any questions regarding this progress report or the reading program please call the school office, 759-3521 to schedule an appointment with me.

Sincerely yours,

____
Reading Specialist

Rev. 10/74

F18C

A blank space (__) indicates instruction in this area was not emphasized during this quarter.

✓ indicates instruction was provided
+ indicates improvement was made

→ indicates skills that need additional improvement through effort, instruction, or practice.

LEARNING SKILLS

_____ Listening
_____ Following directions
_____ Concentration
_____ Learning from errors
_____ Organizing class time
_____ Working with others
_____ Working independently
_____ Using equipment properly

READING SKILLS

Word Recognition
_____ Sight Words
_____ Context
_____ Structure
_____ Sounds
_____ Dictionary

_____ Vocabulary

Comprehension
_____ Sentence Meaning
_____ Main Idea
_____ Details
_____ Paragraph Meaning
_____ Article Meaning

Interpretation
_____ Sequence
_____ Relationships
_____ Inference
_____ Imagery

Rate
_____ Speed of Comprehension
_____ Skimming
_____ Adjusting Speed to Nature of Contents

STUDY SKILLS

_____ Using parts of a textbook
_____ Study Method SQ3R
_____ Test/Exam Taking
_____ Notetaking
_____ Spelling
_____ Library Use

ENRICHMENT

____

LEARNING SKILLS

_____ Listening
_____ Following directions
_____ Concentration
_____ Learning from errors
_____ Organizing class time
_____ Working with others
_____ Working independently
_____ Using equipment properly

READING SKILLS

Word Recognition
_____ Sight Words
_____ Context
_____ Structure
_____ Sounds
_____ Dictionary

_____ Vocabulary

Comprehension
_____ Sentence Meaning
_____ Main Idea
_____ Details
_____ Paragraph Meaning
_____ Article Meaning

Interpretation
_____ Sequence
_____ Relationships
_____ Inference
_____ Imagery

Rate
_____ Speed of Comprehension
_____ Skimming
_____ Adjusting Speed to Natur
of Contents

STUDY SKILLS

_____ Using parts of a textboo
_____ Study Method SQ3R
_____ Test/Exam Taking
_____ Notetaking
_____ Spelling
_____ Library Use

ENRICHMENT

____

COMMENTS: ______________________________

____

KINDERGARTEN

Reading Department
Bourne, Massachusetts

REMEDIAL RECORD - STUDENT PROFILE (19____ - 19____)

Name____

School____________________________ Grade_____ Tutor____________________

Physical Record: Vision______ Hearing______ Speech______ Motor______ Other______

TESTS: GIVE TEST NAME AND DATE

I. Q. (if available) ______________

DELCO READINESS TEST

- Visual Motor
- Visual Discrimination
- Auditory Ability

DELCO TASK ANALYSIS CHART

- Auditory Discrimination
- Visual Discrimination
- Visual Motor and Visual Memory
- Auditory Memory

(Write down the last task successfully completed for each area)

INFORMAL CHECKS

- Language Facility
- Alphabet Knowledge
  - Capital letters ________
  - Small letters
- Colors
- Numbers (1 - 25)
- Shapes ○ □ △ ▭ ◇
- Ability to write name
  - first name
  - last name
- Motor - Skills
  - Gross
  - Fine
    - color
    - cut
    - paste
- Ability to follow directions

F # 5 Kndgt.

CHECK ONE:				
Basic Learning Abilities				
Pre-Readiness				
Readiness				
Beginning Reading				
METROPOLITAN READINESS TEST				
1. Word Meaning				
2. Listening				
3. Matching				
4. Alphabet				
5. Numbers				
6. Copying				
Total Score:				
Percentile Rank				
Letter Rating				
COMMENTS:				

RATINGS:
- Needs help
- Satisfactory Improvement
- Date each rating. Give month and day. Four columns are provided for four marking periods.

F # 5
Kndgt.

Reading Department
Bourne, Massachusetts

REMEDIAL RECORD - STUDENT PROFILE (19___ - 19___)

Name ____

School _________________________ Grade _______ Tutor _____________________

Physical Record: Vision ______ Hearing ______ Speech _____ Motor ____ Other ________

STANDARDIZED TESTS: Abbreviate name of test and give date.				
I. Q. Preferably WISC V P T				
Reading Expectancy Level				
Capacity - Listening				
Word Meaning (G.E.)				
Paragraph Meaning (G.E.)				
Achievement: Total Score				
Word Meaning				
Reading Comprehension				
Word Analysis				
Locational Skills				
DURRELL ANALYSIS OF READING DIFFICULTY				
Oral Reading Level				
Silent Reading Level				
Listening Comprehension				
Flash Words				
Word Analysis				
Spelling				
Visual				
Auditory				
INFORMAL CHECKS				
Listening Comprehension Level				
Oral Reading Level				
Comprehension				
Phrasing				
Ignores Errors				
Repetitions				
Adds or Omits Words				
Errors on Easy Words				
Expression				
Voice: Enunciation				
Word Attack				
Use of Context Clues				
Silent Reading Level				
Comprehension				
Speed				
Lip Movements				

Use the ratings, ✓ for Needs Help, and (✓) for Satisfactory Improvement. Evaluate work improvement according to grade-level achievement or expectancy, whichever is lower. Please date each rating. Give month and day. Four columns are provided for four marking periods.

F#5

SIGHT VOCABULARY Number of words___ at level__				
SKILLS				
Letter Names: Capital				
Small				
Sounds:				
Initial Consonant				
Final Consonant				
Initial Blends				
Initial Consonant Digraphs ch wh ph sh th kn				
Final Consonant Digraphs ch ck ph sh th gh				
Phonograms				
Vowels				
Word Attack:				
1. Context Clues				
2. Phonetic Clues				
Position of Short Vowel				
One vowel at end of word				
Final e				
Two vowels together				
3. Structural Clues				
Endings				
Root Words				
Compound Words				
Syllabication				
One-syllable Words				
Two-syllable Words				
Multi-syllable Words				
Prefixes				
Suffixes				
Word Meanings:				
1. Classification				
2. Antonyms				
3. Synonyms				
4. Homonyms				
5. Multi-meaning Words				

Comments:

Revised 9/70

5F

Reading Department
Bourne Public Schools
Bourne, Massachusetts
563-3755

This is a report of your child's progress in the Reading Learning Center Program. Please examine carefully, add your comments, sign, and return the bottom portion of this letter to the Reading Specialist.

Raymond L. Matthews, Reading Coordinator

________________School

________________, 19____

Dear ____________________:

_______________________has been enrolled as a member of the Reading Learning Center tutorial program, as of ____________and has completed _____ hours of individualized reading skills instruction.

Comments concerning achievement, personal adjustment and recommendations during this __________marking term are as follows:

Some of the major Reading skill areas are listed on the back of this letter. A check (✓) beside any skill indicates more help is needed. For further explanation of your child's reading performance, please call the school at __________ for a conference.

Sincerely yours,

____
Reading Specialist

- -

Parent's Signature and Comments:______________________________

F 19a (Elem.)

Needs help in the areas checked below:

Readiness Skills

_______ Visual discrimination
_______ Auditory discrimination
_______ Kinesthetic
_______ Listening comprehension
_______ Naming letters
_______ Writing letters

Decoding Skills

_______ Initial consonants
_______ Final consonants
_______ Short vowels
_______ Final blends
_______ Beginning blends'
_______ Suffixes
_______ Initial digraphs
_______ Final digraphs
_______ Syllabication
_______ Prefixes
_______ Compound words
_______ Long vowels
_______ 'r' controlled vowels
_______ Low frequency patterned words
_______ Silent consonants

Oral Reading

_______ Expression
_______ Ignores punctuation
_______ Phrasing
_______ Addition or omission of words
_______ Repetition of words or phrases
_______ Hesitation on words
_______ Security in oral reading

Oral Reading - Continued

_______ Comprehension
_______ Rate

Silent Reading

_______ Comprehension
_______ Rate

Word Analysis abilities and spelling

_______ Visual analysis of words
_______ Auditory analysis of words
_______ Sounding syllables, word parts
_______ Meaning from context
_______ Attack on unfamiliar words
_______ Spelling ability

Study Skills

_______ Following directions
_______ Recalling details
_______ Selecting the Main Idea
_______ Organizing Ideas
_______ Sequence of Ideas
_______ Skimming
_______ Using Study Guides
_______ Interpreting figures of speech
_______ Distinguishing Between Fact and Opinion
_______ Reading the Table of Contents
_______ Using the Index
_______ Using the Glossary
_______ Using Reference Books

Other: ________________________________
____
____

Reading Department
Bourne, Massachusetts

READING READINESS PROGRESS REPORT

School: ______________________________

Dear ____________________________________

Following are data on ____

Physical Problems: Vision ____________ Hearing __________ Speech __________

Other: ____

Attendance Record: Date Entered ______________ Date Left ______________

Total Class Hours of Instruction *: ________________________

*(Based on ________________ minutes per session ________ times per week.)

__________________________ has been working in the Delco Readiness Program which is designed to lead the child in a step-by-step process in the major readiness areas up to beginning reading. These areas include:

1. Language Ability and Vocabulary Development
2. Auditory Discrimination
3. Visual Discrimination Skills
4. Visual Motor Skills
5. Visual Memory Skills
6. Auditory Memory Skills

All of these skills are essential to a good start in beginning reading.

______________________________ is strong in ________________________

He/she needs help in ____

Each major readiness area is outlined on the back of this page. A Check beside any skill indicates that more help is needed in this area. These skills are arranged from simple to complex under each heading. Please call for a conference with the teacher to discuss your child's progress. Feel free to request an explanation of the items checked.

F #19C(a)

Needs help in the major Readiness Skills Areas checked below:

LANGUAGE and VOCABULARY DEVELOPMENT:

______ Ability to express self using sentences

______ Ability to understand what is said

______ Vocabulary development

AUDITORY DISCRIMINATION:

______ Ability to identify sounds

______ Ability to rhyme words

______ Ability to identify rhyming words in poems

VISUAL DISCRIMINATION:

______ Match concrete objects

______ Ability to distinguish pictures

______ Ability to distinguish letters

______ Ability to distinguish words

______ Ability to distinguish phrases

VISUAL MOTOR and VISUAL MEMORY:

______ Trace a design

______ Complete designs

VISUAL MOTOR and VISUAL MEMORY (continue

______ Copy designs

______ Construct designs

______ Identify missing parts

______ Construct missing parts

______ Recall and construct a part of a design

______ Recall and construct a complete design

______ Identify letters

______ Recall and construct letters & words (seen on flashcard)

______ Recall and construct letters & word from memory

AUDITORY MEMORY:

______ Imitate sounds

______ Reproduce sentences heard

______ Repeat series of unrelated numbers

______ Follow directions

______ Repeat series of unrelated words.

Teacher's Comments: ______________________________

____

____

____

____

____

____

F #19C (a)
F #90b

Reading Department
Bourne, Massachusetts

Reading Progress Report to Parent

School ______________________________

Dear Parents: ______________________________

Following are data on ______________________________ Grade: __________

Physical Problems: Vision __________ Hearing __________ Speech __________

Other: ______________________________

Remedial instruction provided from ______________ to ______________
Year Month Day Year Month Day

Total class hours of instruction:* ______________

*(Based on __________ minutes per session __________ times per week.)

** Growth in Reading Performance: Oral __________ years, __________ months
Silent __________ years, __________ months

Ability to attack new words: good __________ fair __________ poor ____

Comments: ______________________________
____
____
____
____
____

Recommendations: This student should / should not be considered as a candidate for the Reading Center next year.

Sincerely yours,

____
Reading Teacher

** A gain of one school year is equal to ten months.

Reading skill areas are listed on the back of this page. A check beside any skill indicates that more help is needed in this area. If you wish a conference with the teacher to discuss your child's progress, feel free to request an explanation of the items checked.

F # 19CF

Needs help in the areas checked below:

Readiness Skills

_____ Visual discrimination

_____ Auditory discrimination

_____ Kinesthetic

_____ Listening comprehension

_____ Naming letters

_____ Writing letters

Decoding Skills

_____ Initial consonants

_____ Final Consonants

_____ Short vowels

_____ Final blends

_____ Beginning blends

_____ Suffixes

_____ Initial digraphs

_____ Final digraphs

_____ Syllabication

_____ Prefixes

_____ Compound words

_____ Long vowels

_____ 'r' controlled vowels

_____ Low frequency patterned words

_____ Silent consonants

Oral Reading

_____ Expression

_____ Ignores punctuation

_____ Phrasing

_____ Addition or omission of words

_____ Repetition of words or phrases

_____ Hesitation on words

_____ Security in oral reading

Oral Reading - Continued

_____ Comprehension

_____ Rate

Silent Reading

_____ Comprehension

_____ Rate

Word Analysis abilities and spelling

_____ Visual analysis of words

_____ Auditory analysis of words

_____ Sounding syllables, word parts

_____ Meaning from context

_____ Attack on unfamiliar words

_____ Spelling ability

Study Skills

_____ Following directions

_____ Recalling Details

_____ Selecting the Main Idea

_____ Organizing Ideas

_____ Sequence of Ideas

_____ Skimming

_____ Using Study Guides

_____ Interpreting figures of speech

_____ Distinguishing Between Fact and Opinion

_____ Reading the Table of Contents

_____ Using the Index

_____ Using the Glossary

_____ Using Reference Books

Other ______________________________

____

____

Reading Department
Bourne Public Schools
Bourne, Massachusetts

Dear Parent: ____________, 19_____

______________________________ has completed at the end of this __________ marking term ____________ class hours of individualized reading instruction in the Junior High School Learning Center program which operates as part of the Bourne Schools Coordinated Reading Improvement Plan.

The object of this course is to develop a permanent reading habit so that reading will become an enjoyable experience and a valuable asset in realizing his goals in school and in the future.

In this course, a student learns how to recognize his reading skill needs and works with materials according to his own level, rate of progress, and specific skill needs.

A parent conference with the Reading Improvement teacher is welcomed at any time. For further explanation of a student's reading performance, please call the school for an appointment.

Although total improvement seldom occurs in one year, the student has been successful in achieving well in the following areas:

Reading Skills

____ Word Recognition
____ Comprehension
____ Interpretation
____ Rate/Speed of Reading

Study Skills

____ Textbook Use (SQ3R)
____ Note Taking
____ Organizing Study Time
____ Following Directions
____ Text/Exam Taking
____ Library Use

Learning Skills

____ Successful Attitude
____ Concentration
____ Creative Thinking
____ Motivation & Anxiety
____ Learning from Errors

The student has been reading __________ grade level in overall silent reading comprehension.

During this school year emphasis has been placed on reading more books for pleasure, and at this time ______ books have been read. Students should be encouraged to read books, magazines, and newspapers in order to improve their reading level, to retain the speed which they have gained, and to develop a habit of reading.

It is hoped all students will improve their reading abilities now, especially those planning to further their formal education, by taking full advantage of the opportunities offered by the Bourne Schools Reading Improvement Programs.

Other learning and reading abilities in need of more improvement are checked off on the list of skills printed on the following page.

Sincerely yours,

____
Reading Specialist

Revised 6/72 F18f

Needs Help in the Skill Areas Checked Below: (*N.A.- not applicable)

READING SKILLS

______Word Recognition

______Use of Context Clues

______Word Attack (Phonics)

______Word Structure

______Dictionary Use

______Sight Words

______Sentence Meaning

______Paragraph Comprehension

______Interpretation

______Judgements

______Sequence

______Relationships

______Inferences

______Imagery

______Rate/Speed of Reading with Comprehension

______Speed of Comprehension

______Skimming

______Adjusting Speed to Nature of Contents

STUDY SKILLS

______Textbook Use (SQ3R)

______Location & Evaluation

______Note Taking

______Organizing Study Time

______Following Directions

______Test/Exam Taking

______Library Use

LEARNING SKILLS

______Successful Attitude

______Concentration

______Creative Thinking

______Motivation and Anxiety

______Learning from Errors

____

____

____

____

____

____

READING DEPARTMENT

Bourne Public Schools
Bourne, Massachusetts

________________, 19___

Dear Parent:

As a student at Bourne High School your son/daughter______________________________ elected a reading course and has been working in Basic/Developmental/Speed Reading for five class periods a week, completing________class periods out of a possible ______periods of reading instruction during this quarter.

Several different types of reading and learning tests have been taken by the students in reading classes. The results from these tests are analyzed by each student and myself in a conference in order to plan an individualized program of instruction on specific reading skills.

Various kinds of reading and listening materials have been introduced to provide each student with a variety of learning experiences on his level of performance. The students have been taught how to work with materials independently to give them additional practice with skills as needed; however, I continually check their progress and learning.

This quarter your son/daughter has been reading________________grade level in overall silent reading comprehension.

Reading for pleasure has been strongly encouraged. The students have used the high school library several times and also have had time to browse through the paperback selection in the Reading Center. A class assignment called Sustained Silent Reading is used to develop concentration and interest in reading. Students should also be encouraged to read books, magazines and newspapers at home to maintain the skills they are developing and to develop a life-long habit of reading.

At this time your son/daughter has read_________books.
His/Her concentration for Sustained Silent Reading is good/ shows improvement
needs improvement.

Study Skills will continue to be an important part of our curriculm this year. One method of studying textbooks is called "SQ3R" which means: Survey, Question, Read, Review, Recite. If your son/daughter has completed the study skills unit, he or she can explain this method to you. The Reading Department feels that these steps, when used properly are a valuable aid to successful studying in other courses.

Although total improvement in reading skills seldom occurs in one quarter, your son/daughter concentrated well on certain skills. Please refer to the skills checklist on the reverse side to note the improvements she/he made as well as the skill areas that need additional improvement.

If you have any questions regarding this progress report or the reading program please call the school office, 759-3521 to schedule an appointment with me.

Sincerely yours,

____
Reading Specialist

Rev. 10/74

F18C

A blank space (__) indicates instruction in this area was not emphasized during this quarter.

✓ indicates instruction was provided
+ indicates improvement was made

→ indicates skills that need additional improvement through effort, instruction, or practice.

LEARNING SKILLS

_____ Listening
_____ Following directions
_____ Concentration
_____ Learning from errors
_____ Organizing class time
_____ Working with others
_____ Working independently
_____ Using equipment properly

READING SKILLS

Word Recognition
_____ Sight Words
_____ Context
_____ Structure
_____ Sounds
_____ Dictionary

_____ Vocabulary

Comprehension
_____ Sentence Meaning
_____ Main Idea
_____ Details
_____ Paragraph Meaning
_____ Article Meaning

Interpretation
_____ Sequence
_____ Relationships
_____ Inference
_____ Imagery

Rate
_____ Speed of Comprehension
_____ Skimming
_____ Adjusting Speed to Nature of Contents

STUDY SKILLS

_____ Using parts of a textbook
_____ Study Method SQ3R
_____ Test/Exam Taking
_____ Notetaking
_____ Spelling
_____ Library Use

ENRICHMENT

____

LEARNING SKILLS

_____ Listening
_____ Following directions
_____ Concentration
_____ Learning from errors
_____ Organizing class time
_____ Working with others
_____ Working independently
_____ Using equipment properly

READING SKILLS

Word Recognition
_____ Sight Words
_____ Context
_____ Structure
_____ Sounds
_____ Dictionary

_____ Vocabulary

Comprehension
_____ Sentence Meaning
_____ Main Idea
_____ Details
_____ Paragraph Meaning
_____ Article Meaning

Interpretation
_____ Sequence
_____ Relationships
_____ Inference
_____ Imagery

Rate
_____ Speed of Comprehension
_____ Skimming
_____ Adjusting Speed to Natur
of Contents

STUDY SKILLS

_____ Using parts of a textboo
_____ Study Method SQ3R
_____ Test/Exam Taking
_____ Notetaking
_____ Spelling
_____ Library Use

ENRICHMENT

____

COMMENTS: ______________________________

____

Reading Department
Bourne, Massachusetts

Dear Parent:

Your child's reading grade consists of two marks. One is his oral reading performance which is indicated on the report card as READING ALOUD. The other mark is his overall reading ability which includes the various reading skills such as:

1. comprehension
2. workbook
3. independent reinforcement and enrichment activities
4. patterning skills (i.e., bit, fit,etc.)
5. visual memory
6. visual and auditory discrimination

We must also consider that his reading marks and reading materials are geared to his individual level of performance. Your child's reading level is indicated on the right hand side of his report card.

The letters SRA indicate that they are using a structured linguistic pattern approach to reading. The reading books are divided into levels; each level introduces new skills and reinforces the previous learned skills. The levels and skills are as follows:

Level	Skill Introduced
A	One syllable words stressing initial and final consonants with short a and short i
B	All level A and introduction of short e, o, and i
C	Introduction of beginning and final blends
D	Introduction of 2 syllable words, beginning and final consonant diagraphs (i.e., sh, th, ng, ch)

The above books are all geared to those basic decoding skills usually developed in the primary grades. They are being supplemented with other reading materials and activities.

More advanced decoding skills are introduced at level E and carried through level F and supplemented by the Cracking-the-Code program in grades four through six. Level G through L emphasizes those comprehension skills important to successful reading performance in all grades.

We hope this letter will help you to understand better your child's present reading ability. Through your encouragement, interest and assistance, we hope he will have a meaningful year in reading. If you have any questions, please feel free to call the school for a conference.

Reading Teacher

11/72 F 109

PART A

Reading Department
Bourne, Massachusetts

QUARTERLY REPORT - READING LEVEL DISTRIBUTION CHART

Teacher______________________________ Date: Beginning____________ Silent: _____

Ending_____________ Oral: _____

Grade and Class	READING LEVEL:													Grade and Class Totals
TOTAL														

Indicate both oral and silent reading level for remedial students; silent reading level for developmental students.

PART B

Reading Department
Bourne, Mass.

Quarterly Report - Individual Student Statistics

(Remedial)

Period	Grade	Name	Silent Rdg.		Oral Rdg.		Comments
			Level	Comp.	Level	Comp.	

PART B

Reading Department
Bourne, Mass.

Quarterly Report - Individual Student Statistics

(Remedial)

Period	Grade	Name	Silent Rdg.		Oral Rdg.		Comments
			Level	Comp.	Level	Comp.	

Reading Department
Bourne, Massachusetts

PROMOTION/TRANSFER FORM - READING STATUS

Name ______________________ Date: (19____ - 19______)

School ______________ Grade __________ Tutor ______________

Physical Record: Vision ________ Hearing ________ Speech ______ Motor ____ Other ____

STANDARDIZED TESTS: Abbreviate name of test and give date

I. Q. Preferably WISC
V P T

Reading Expectancy Level
Capacity - Listening
Word Meaning (G. E.)
Paragraph Meaning (G.E.)
Achievement: Total Score
Word Meaning
Reading Comprehension
Word Analysis
Locational Skills

DURRELL ANALYSIS OF READING DIFFICULTY
Oral Reading Level
Silent Reading Level
Listening Comprehension
Flash Words
Word Analysis
Spelling
Visual
Auditory

INFORMAL CHECKS
Listening Comprehension Level
Comprehension
Phrasing
Ignores Errors
Repetitions
Adds or Omits Words
Errors on Easy Words
Expression
Voice: Enunciation
Word Attack
Use of Context Clues
Silent Reading Level
Comprehension
Speed
Lip Movements

Use the ratings, ✓ for Needs Help, and (✓) for Satisfactory Improvement. Evaluate work improvement according to grade level achievement or expectancy, whichever is lower. Please date each rating. Give month and day. Four columns are provided for four marking periods.

F 5b

SIGHT VOCABULARY

Number of words _____ at level ____

SKILLS

Letter Names: Capital

Small

Sounds:

Initial Consonant

Final Consonant

Initial Blends

Initial Consonant Digraphs

ch wh ph sh th kn

Final Consonant Digraphs

ch ck ph sh th gh

Phonograms

Vowels

Word Attack:

1. Context Clues
2. Phonetic Clues

Position of Short Vowel

One vowel at end of word

Final e

Two vowels together

3. Structural Clues

Endings

Root Words

Compound Words

Syllabication

One-syllable Words

Two-syllable Words

Multi-syllable Words

Prefixes

Suffixes

Word Meanings:

1. Classification
2. Antonyms
3. Synonyms
4. Homonyms
5. Multi-meaning Words

Comments:

F 5b

Reading Department
Bourne, Massachusetts

TRANSFER FORM
READING STATUS*

GRADE____________ SCHOOL____________________

DATE____________________

The SRA Basic Reading Series uses a structured linguistic approach. The patterned vocabulary develops decoding skills by the inductive method.

The SRA Comprehensive Series emphasizes comprehension through the inductive approach. It is assumed that the child had had the equivalent of the decoding skills covered in the SRA Basic Reading Series.

______________________has completed Level__________ , page____________

of the Basic Reading Series which covers:

__________ Level A - short vowels a and i in three letter words.

__________ Level B - short vowels in three letter words.

__________ Level C - short vowels, including beginning and ending blends.

__________ Level D - short vowels, including beginning and ending blends and digraphs.

__________ Level E - All short vowels with beginning and ending blends and digraphs, and the long vowels - - p.1 suffixes; - - p. 38 ee-ea; p.78 ou-ow-oa; p. 102 oi-oy-ie; p. 128 Prefixes; p. 150 silent e ending; p. 203 low frequency spelling of long vowels. Ex: b i h d.

__________ Level F -All short vowels with beginning and ending blends and digraphs, long vowels, p. 1 "r" controlled vowels, and p. 66 low frequency patterned words.

__________ Level G - Comprehensive Series - p. 129 low frequency spelling of consonant sounds. Ex: gh in laugh; Soft c and g. p. 193 silent consonants. Ex: knife.

	Good	Fair	Poor
Sight Words			
Phonics Attack			
Comprehension			

This student seems to process information most easily through the

auditory _______, visual _________, kinesthetic _______, channel(s) of learning

*This form is to be sent to the new school when a pupil transfers.

F #90a

Needs help in the areas checked below:

Readiness Skills

______ Visual Discrimination
______ Auditory Discrimination
______ Kinesthetic
______ Listening comprehension
______ Naming letters
______ Writing letters

Decoding Skills

______ Initial consonants
______ Final Consonants
______ Short vowels
______ Final blends
______ Beginning blends
______ Suffixes
______ Initial digraphs
______ Final digraphs
______ Syllabication
______ Prefixes
______ Compound words
______ Long vowels
______ 'r' controlled vowels
______ Low frequency patterned words
______ Silent consonants

Oral Reading

______ Expression
______ Ignores punctuation
______ Phrasing
______ Addition or omission of words
______ Repetition of words or phrases

Oral Reading - Continued

______ Hesitation on words
______ Security in oral reading
______ Comprehension
______ Rate

Silent Reading

______ Comprehension
______ Rate

Word Analysis abilities and Spelling

______ Visual analysis of words
______ Auditory analysis of words
______ Sounding syllables, word parts
______ Meaning from context
______ Attack on unfamiliar words
______ Spelling ability

Study Skills

______ Following directions
______ Recalling Details
______ Selecting the Main Idea
______ Organizing Ideas
______ Sequence of Ideas
______ Skimming
______ Using Study Guides
______ Interpreting figures of speech
______ Distinguishing between Fact and Opinion
______ Reading the Table of Contents
______ Using the Index
______ Using the Glossary
______ Using Reference Books

Comments: ______________________________

Reading Department
Bourne, Massachusetts

KINDERGARTEN

READING READINESS STATUS

School: ____________________ Date: ____________________

____

______________________________ has been working in the Delco Readiness Program designed to lead the student in a sequential step by step process in the major readiness areas up to beginning reading. (Please read the attached chart.)

____________________ strength (s) include the

__________ Auditory, __________ Visual, __________ Kinesthetic channel(s) of learning.

Delco Selected Readiness Behaviors

	Basic Learning Abilities	Pre-Readiness	Readiness	Beginning Reading
1. Language Ability				
2. Auditory Discrimination				
3. Visual Discrimination				
4. Visual Motor				
5. Visual Memory				
6. Auditory Memory				

The task number listed is the last task successfully completed by the student.

F #90b

Bourne Reading Department
Bourne, Massachusetts

Definition of Terms-

Word Recognition - Before meaning can be derived from a word, the reader must be able to identify it. The mature reader can understand all the words in the sentence except one. Identification of that word requires several word-recognition techniques.

1. Use of Context - The student learns that many "difficult" words are actually in his speaking-listening vocabulary and can be pronounced with the help of the words in the rest of the sentence.

2. Word Attack - The mature reader can use the sounds of letters, letter combinations, obvious word patterns, and syllabication to establish new vocabulary words.

3. Word Structure - A student should be able to recognize word parts, such as; compound words, syllables, inflected ending, prefixes, suffixes, and base words.

4. Dictionary Use - The student should consult the dictionary when other word recognition skills have been exhausted. He should be able to:
    a. open the dictionary to the section in which the word is located.
    b. apply alphabetical knowledge to find the word.
    c. use the guide words as aids to locate that word.
    d. pronounce the word from the key.
    e. decide which definition of the word fits his use.

5. Sight Words - Beginning in the early grades the mature reader has learned many words through different techniques. He should now be able to identify these words without thinking in order to attain fluency, speed, and larger comprehension concepts.

Comprehension Skills - The student must be able to understand what is given directly, i.e., literal understanding.

1. Sentence Meaning - The student should be able to grasp concepts from the words in a sentence in which the unifying idea may or may not be obvious. Emphasis on sentence structure, long sentences, description in detail, punctuation, key words helps the student gain full meaning from sentences.

    ex. Is a heavy rock always valuable? Yes/No
    Are natural resources an asset to a nation? Yes/No

2. Paragraph Comprehension - Paragraphs contain many details and subordinate ideas. They usually have a unifying or underlying idea of which the reader must be fully aware. Practice in finding the topic sentence, supporting details, central idea and stating the central idea for articles of varying lengths is included in this skill.

Interpretation Skills - One important objective of reading instruction is an increase in the student's ability to extract deeper meaning from what is read.

1. Judgements - Student must learn that all factual statements are not necessarily true, that authorities in one area may not be qualified in other areas, and that language can be emotionally slanted.

2. Sequence - The reader should be able to place events in a reasonable, meaningful order even if the author did not. His use of the aide of visual imagery, time order, logical progression order, and flashbacks, to recall sequence will be a part of this interpretive skill.

3. Relationships - All writing has some design or pattern. The reader should be able to recognize common patterns, outline from these patterns, and remember information better as a result of recognizing these patterns.

4. Inferences - The reader understands stated ideas for comprehension. He must learn to draw conclusions of his own from pictured events, dialogue, action, and incidents.

5. Imagery - Words create images in which the author wishes to convey an experience. Student should recognize sensory and visual impressions as an aide to comprehension and recall of what is read. Authors often use imagery to affect an emotional response in the reader and the reader should be able to identify this style of writing.

Rate - Within a specific time span the student should comprehend at least 80 percent of the material read. Devices are used to control looking back, left-to-right movement and speed of reading. After each exercise for rate a check is made for comprehension of the material. This is not study reading. It helps him learn to vary his rate from pleasurable to study reading.

Study Skills - Reading Instruction should have direct bearing on the students' success in content classroom performance in the area of organization, studying for daily quizzes or exams, and efficient learning techniques, thereby becoming a better learner.

1. Location and Evaluation - The student should be able to survey given materials for specific information without having to read every word of that material. He should be able to recognize important, unimportant information and the author's purpose. He should acquire a definite technique for studying: for example, SQ3R which is Survey, Question, Read, Review, Recite.

2. Organization - The student concentrates on exercises which focus on the purpose and the directions. He should be able to follow directions, either one step, or a sequence, with accurate performance. He should be aware that many directions are actually teaching him.

5. Specialized Skills - Reading and interpreting graphs, tables, charts, maps, cartoons, diagrams, pictures and word problems are directly related to academic subjects. These skills greatly enrich the students understanding of the subject and often he can retain this image far longer than the words in the printed text.

6. Test/Exam Taking - The student learns to set short term, and long range goals for his content courses. He learns how to study for objective or/and essay tests. He learns how to take tests by studying attitudes and learning theory, (especially by studying himself).

Learning Skills - Students study that learning is an alive, involved process. In order to change or enhance their success in learning they study several areas of concern:

1. Successful Attitude - The mature learner knows that he must make his education meaningful. Test taking, project reporting and daily involvement in any class, all take skill and derermination. Through teacher conferences, group projects and individual goal setting the student learns how he can be a more successful student.

2. Concentration - Many students have never consciously realized that concentration is a key factor to pleasure reading, study reading, and general studying. Exercises help them learn how much they can do within timed periods.

3. Creative Thinking - The mature student has found that when he extends his learning beyond facts from his textbooks he retains this learning better, has more means for expression and can apply this learning to other projects.

4. Motivation and Anxiety - Test-taking is a constant process in education. Some students have serious handicaps when studying or taking tests. They may become so nervous when studying that they cannot learn, or blank out when they receive the test. Each problem is studied and solutions are proposed, tried and either adjusted or used.

5. Learning from Errors - Students tend to look at grades, rather than errors. The good learner is aware that he can benefit on future tests by noting what areas he lacks information in and what types of questions he makes errors on (i.e. summaries, main ideas). He can then limit his studying from whole units of information to just what he needs.

Remarks: ____

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KINDERGARTEN

Reading Department
Bourne, Massachusetts

From: ______________________
Reading Specialist

Pupil's Name: ______________________ School: ______________

Session: ______________ Age: ______________ Date: ______________

Self-Image: ______________________________________

Health Problems: ______________________ Handedness: ______________

Muscular Coordination: Gross: ______________________________

Fine: ______________________________

Oral Language: ______________________________________

Learning Problems: ______________________________________

Hours of Tutorial Instruction beginning __________ to __________ __________ hrs.

*Informal Learning Index: ______________

** TEST SCORES

Skill Areas	Name of Test	Pre/Score	Date	Post/Score	Date	Gr.	Gain
1. Auditory Discrimination							
2. Visual Discrimination							
3. Visual Memory							
4. Visual Motor							
5. Auditory Memory							
6. Letter Names Capital							
7. Letter Names Small							
8. Initial Consonant Sounds							

* Below average; Average; Above Average - Compared to the rating attained in Auditory Memory and Visual Discrimination by most children entering Kindergarten.

** Rating 1-5: 1 - no performance; 2- below average; 3- average performance; 4 - above average; 5 - superior performance.

Recommendation for next year: This student -

________ Should be considered for tutorial help.

________ Should be assigned to a classroom emphasizing pre-readiness.

________ Should be assigned to a program emphasizing readiness.

F 92B

CLASSROOM or INDIVIDUAL TESTING

INTELLIGENCE	DATE	TOTAL SCORE	SUBTESTS

INFORMAL	DATE	TOTAL SCORE	SUBTESTS

ACHIEVEMENT	DATE	TOTAL SCORE	SUBTESTS

INFORMAL	DATE		KNOWN		NOT KNOWN	
Colors						
Shapes						
Knows right - left						

Scholastic comments: ______________________________

Reading Department
Bourne, Massachusetts

To: ____________________________________
Classroom Reading Teacher

From: ____________________________________
Reading Specialist - Tutor in a decoding program

Pupil's Name: __________________________ School: ____________________

Grade: ______________ Age: ________ Date: ______________________

Learning Problems: ____

Muscular Coordination: ____

Health Problems: ____

Rdg. Expectancy divided by Rdg. Achievement = Reading Index: Performing at ______% of reading efficiency.

Hours of Tutorial Instruction Beginning ________to __________ ______ hours

Referral made to Special Services: ________ Date: ____________________

TEST SCORES

	Name of Test	Pre Level/G.E.	Date	Post level/G.E.	Date	Growth	Gain
Auditory Discrimination							
Auditory Memory							
Visual Discrimination							
Visual Memory							
Letter Names - Capital							
Letter Names - Small							
Oral Reading							
Silent Reading							
Word Recognition							
Word Analysis							
Listening Comprehension							
Phonic Spelling							
Spelling							
Dolch Sight Words & Nouns							

Recommendations for next year: This student:

______________Should be considered for tutorial help.
______________Should be assigned to a classroom providing a decoding progra
______________Should be assigned to a program emphasizing comprehension.

F 92b

CLASSROOM TESTING

INTELLIGENCE:	Grade	Date	Total Score	Subtests

INFORMAL:	Grade	Date	Total Score	Subtests

ACHIEVEMENT:	Grade	Date	Total Score	Subtests

READING SURVEY:	Grade	Date	Total Score	Subtests
Form: Level:				

END OF BOOK:	Grade	Date	Total Score	Subtests
Level:				

SCHOLASTIC COMMENTS:

F 18b

Reading Department
Bourne, Massachusetts

School ____________________

GROWTH CHART
Pre - Post Reading Test Scores

Date: ______________

Test: ______________ Level: ______ Forms: ____ & ____ Examiner: ______________			ORAL	Date: ______				SILENT		Date: ______	
Student's Name and Grade	Number of years in Remedial Program	Number of months in Rem. Program during preceding year	Pre-test Score	Post-test Score	Growth	Gain	System Rank by Grades	Pre-test Score	Post-test Score	Growth	Gain	System Rank by Grades

F44

READING REFERRAL FORM

Reading Department
Bourne, Massachusetts

Teachers, please list pupils whom you feel need help in reading, in rank order, beginning with those having the greatest need. If you have no pupils to refer, please initial and return this form so that no group will be overlooked in our preparation of a Preference List.

Teacher ______ Grade ______ Subject ______ School ______ Date ______

Pupil Names	Present Text	Page							

63F (BRP-1)

Reading Department
Bourne, Massachusetts

READING READINESS PROGRESS REPORT

School: ______________________________

Dear ____________________________________

Following are data on ____

Physical Problems: Vision ____________ Hearing __________ Speech ___________

Other: ____

Attendance Record: Date Entered _______________ Date Left _________________

Total Class Hours of Instruction *: _________________________

*(Based on ________________ minutes per session _________ times per week.)

__________________________ has been working in the Delco Readiness Program which is designed to lead the child in a step-by-step process in the major readiness areas up to beginning reading. These areas include:

1. Language Ability and Vocabulary Development
2. Auditory Discrimination
3. Visual Discrimination Skills
4. Visual Motor Skills
5. Visual Memory Skills
6. Auditory Memory Skills

All of these skills are essential to a good start in beginning reading.

______________________________ is strong in __________________________

He/she needs help in ____

Each major readiness area is outlined on the back of this page. A Check beside any skill indicates that more help is needed in this area. These skills are arranged from simple to complex under each heading. Please call for a conference with the teacher to discuss your child's progress. Feel free to request an explanation of the items checked.

F #19C(a)

Needs help in the major Readiness Skills Areas checked below:

LANGUAGE and VOCABULARY DEVELOPMENT:

______ Ability to express self using sentences

______ Ability to understand what is said

______ Vocabulary development

AUDITORY DISCRIMINATION:

______ Ability to identify sounds

______ Ability to rhyme words

______ Ability to identify rhyming words in poems

VISUAL DISCRIMINATION:

______ Match concrete objects

______ Ability to distinguish pictures

______ Ability to distinguish letters

______ Ability to distinguish words

______ Ability to distinguish phrases

VISUAL MOTOR and VISUAL MEMORY:

______ Trace a design

______ Complete designs

VISUAL MOTOR and VISUAL MEMORY (continue

______ Copy designs

______ Construct designs

______ Identify missing parts

______ Construct missing parts

______ Recall and construct a part of a design

______ Recall and construct a complete design

______ Identify letters

______ Recall and construct letters & words (seen on flashcard)

______ Recall and construct letters & word from memory

AUDITORY MEMORY:

______ Imitate sounds

______ Reproduce sentences heard

______ Repeat series of unrelated numbers

______ Follow directions

______ Repeat series of unrelated words.

Teacher's Comments: ____

____

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F #19C (a)
F #90b

Reading Department
Bourne, Massachusetts

Reading Progress Report to Parent

School ________________________________

Dear Parents: ________________________________

Following are data on ______________________________ Grade: __________

Physical Problems: Vision __________ Hearing __________ Speech __________

Other: ____

Remedial instruction provided from ________________ to ________________
Year Month Day Year Month Day

Total class hours of instruction:* ________________

*(Based on __________ minutes per session ________ times per week.)

** Growth in Reading Performance: Oral __________ years, ________ months
Silent __________ years, ________ months

Ability to attack new words: good __________ fair ________ poor ____

Comments: ____

____

____

____

____

____

Recommendations: This student should / should not be considered as a candidate for the Reading Center next year.

Sincerely yours,

____
Reading Teacher

** A gain of one school year is equal to ten months.

Reading skill areaw are listed on the back of this page. A check beside any skill indicates that more help is needed in this area. If you wish a conference with the teacher to discuss your child's progress, feel free to request an explanation of the items checked.

F # 19CF

Needs help in the areas checked below:

Readiness Skills

_____ Visual discrimination

_____ Auditory discrimination

_____ Kinesthetic

_____ Listening comprehension

_____ Naming letters

_____ Writing letters

Decoding Skills

_____ Initial consonants

_____ Final Consonants

_____ Short vowels

_____ Final blends

_____ Beginning blends

_____ Suffixes

_____ Initial digraphs

_____ Final digraphs

_____ Syllabication

_____ Prefixes

_____ Compound words

_____ Long vowels

_____ 'r' controlled vowels

_____ Low frequency patterned words

_____ Silent consonants

Oral Reading

_____ Expression

_____ Ignores punctuation

_____ Phrasing

_____ Addition or omission of words

_____ Repetition of words or phrases

_____ Hesitation on words

_____ Security in oral reading

Oral Reading - Continued

_____ Comprehension

_____ Rate

Silent Reading

_____ Comprehension

_____ Rate

Word Analysis abilities and spelling

_____ Visual analysis of words

_____ Auditory analysis of words

_____ Sounding syllables, word parts

_____ Meaning from context

_____ Attack on unfamiliar words

_____ Spelling ability

Study Skills

_____ Following directions

_____ Recalling Details

_____ Selecting the Main Idea

_____ Organizing Ideas

_____ Sequence of Ideas

_____ Skimming

_____ Using Study Guides

_____ Interpreting figures of speech

_____ Distinguishing Between Fact and Opinion

_____ Reading the Table of Contents

_____ Using the Index

_____ Using the Glossary

_____ Using Reference Books

Other ______________________________

____

____

POLICY STATEMENT ON
PREPARATION OF THE READING CENTER PREFERENCE LISTS

The following criteria were used in determining students whose names should be included on the Preference Lists:

1. Students who need more help in reading referred by the principal and the classroom teacher to the remedial reading teacher.

2. Names of students, presently in the Reading Center, referred for more help in reading by the remedial reading teacher.

2. Names taken from the Scott, Foresman Class Summary sheets of those students scoring at or below the twenty-fifth percentile on three or more subtests and/or rating "low" on the total test.

4. Students scoring low on a standardized reading achievement test (Grades One and Two -- the Stanford Achievement Test and Grades Three through Six the Iowa Test of Basic Skills.) The subtests in Reading, Vocabulary, Word Study, and Spelling were used wiih attention given to Math subtests in which the difference between scores on Computation and Problem-Solving may indicate latent ability hidden by poor verbal skills.

5. The best individual I. Q. score on the pupil's green office record card will be used to determine an expectancy level from the expectancy converston table using age over grade placement to give the pupil the benefit of the highest I. Q. score. A group I. Q. test will be used if no other score is available, but for each child with questionable I. Q. score an individual intelligence test will be requested.

6. A Durrell Oral Reading Test and an informal oral reading check with the Scott, Foresman basal texts will be administered by the Reading Department teacher to each of the youngsters on the preference list in rank order to make final selection for setting up the Reading Center classes.

September 22, 1969

BRP-7

Reading Department
Bourne, Massachusetts

PREFERENCE LIST

School ______________________ Date ______________________

From Grade ________ to Grade ________ Reading Resource Teacher ______________________

Prepare a separate list for students in each category and circle which category.
Categories: * / ** / *** / **** / (See Preference List Headings - G.I. 112)

For every student listed give comments under each of the following headings:

a. Special problems, physical, etc.
b. Previous program, level, etc.
c. Program and level recommended

Do not omit anyone of these three items. If there are no special problems, write "None."

Student (Last name first)	Teacher of Reading	Comments: a - b - c
1.		a. -

F 108